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## ABSTRACT

A study provided an up-to-date source of word frequency information based in the kinds of reading materials to which high school and first-year college students are exposed. A corpus of 14,360,884 words was assembled from a comprehensive listing of reading materials from curriculum surveys, state curriculum guides, private school reading lists, research surveys, federal reports, recommended reading lists, and other sources. Included in the sample of reading materials were American and British novels, poetry, drama, essays, biographies, autobiographies, current periodicals, historical documents, and text from an encyclopedia. The following statistics were generated: (1) the overall frequency of occurrence of each word in the corpus; (2) an index of dispersion for each word over 27 text categories; (3) an estimate of the number of occurrences per one million words of running text for each word that would be expected in a similar but different corpus; and (4) a standard frequency index developed from a logarithmic transformation. (Contains 43 references and 7 tables of data. Appendixes present a list of materials surveyed, and a list of materials sampled for word count.) (RS)

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# The College Board Vocabulary Study

HUNTER M. BRELAND, ROBERT J. JONES,  
and LAURA JENKINS

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# The College Board Vocabulary Study

HUNTER M. BRELAND, ROBERT J. JONES,  
and LAURA JENKINS  
with the assistance of Marion Paynter,  
Judith Pollack, and Y. Fai Fong

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College Entrance Examination Board, New York, 1994

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Additional copies of this report may be obtained from College Board Publications, Box 886, New York, New York 10101-0886. The price is \$12.

The data base used in this study is available on request on 3.5" IBM- or Mac-formatted disks. If you would like to order copies of the data base on disk, please write Dr. Howard Everson, Research and Development, The College Board, 45 Columbus Avenue, New York, NY 10023-6992.

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# Abstract

This study was conducted to provide an up-to-date source of word frequency information based on the kinds of reading materials to which high school and first-year college students are exposed. It began with a comprehensive listing of reading materials from curriculum surveys, state curriculum guides, private school reading lists, research surveys, federal reports, recommended reading lists, and other sources. Materials mentioned most often were sampled or entire documents were obtained when they were available in electronic form. Included in the sample of reading materials were American and British novels, poetry, drama, essays, biographies, autobiographies, current periodicals of various types, historical documents, and text from an encyclopedia.

A corpus of 14,360,884 words of running text was assembled. This corpus was analyzed using the most sophisticated lexicographic methods available and the following statistics were generated: the overall frequency of occurrence of each word in the corpus, an index of dispersion for each word over 27 text categories, an estimate of the number of occurrences per one million words of running text for each word that would be expected in a similar but different corpus, and a standard frequency index developed from a logarithmic transformation.

This report describes the development of the corpus and the computation of the word frequency indexes. It also compares the corpus with other existing corpora and demonstrates the importance of up-to-date word frequency information. The comprehensive listing of reading materials examined and a list of sampled materials are included in the Appendixes.

## Introduction

Developing corpora for use in the study of language is not often attempted because of the immense task involved in surveying the domain, collecting samples of text, and conducting analyses of the text sampled. It is a particularly difficult task because of the need for large amounts of text; small amounts of text, even of several million words, are often too small for many analytical purposes. If one is interested in studying words that appear relatively infrequently, for example, then the task can be staggering because, no matter how large the sample, the words of interest do not appear often enough to allow for reliable statistical computations. Despite the challenges, however, there is great interest in the outcome and, consequently, from time to time corpora are developed and analyses of them published.

The corpus described in this report came about because of deficiencies in previous corpora. They were out of date, not large enough, focused on younger age groups, or were not representative of English as studied in U.S. high schools. Because of such deficiencies, there was a reluctance to rely on the information derived from these corpora. The present corpus is not perfect, but it attempts to address some of the problems of previous efforts. In order to develop a corpus of sufficient size, electronic media have been used as much as possible. That means that text has been taken in electronic form rather than using random samples from a carefully constructed domain of interest. There is always a trade-off between sampling precision and sample size; in the present case more weight has been given to sample size than to sampling precision. Nevertheless, careful attention was paid to the representativeness of the text sampled in the light of curriculum surveys and guides, recommended reading lists, and various other sources of information. The authors believe the result is a pretty good representation of the kind of vocabulary to which high school students and college freshmen are likely to be exposed.

Vocabulary can be studied in many different ways, but one of the most effective is to conduct a count of words used in written language. The advantage of this kind of study is that it includes all of the words encountered. Words encountered most frequently tend to be easy words and those encountered rarely, difficult words. Most other types of vocabulary studies are limited to some selected group of words and, accordingly, information on only those particular words is collected. The most well-known word frequency counts are those conducted by Thorndike and Lorge (1944). The corpora used for these counts were collected during the 1920s and 1930s. When the several different corpora developed by Thorndike and Lorge were combined, they represented over 18 million words of running text. Because of its size, the Thorndike and Lorge combined count is often the most useful—but its age leaves doubt about its appropriateness for current-day purposes.

A second corpus was developed in 1966 by Kucera and Francis (1967). Known as the Brown University corpus, this text sample was of one million words of running text (see also Francis and Kucera, 1982, for more recent work on this corpus). Although the Brown corpus is widely recognized for the precision of its sampling, and for that reason is respected by researchers in the field, it is too small for use in some contexts because many important words do not appear at all.

A third corpus was developed in 1969 and a word frequency count was published by Carroll, Davies, and Richman in 1971. This corpus is known as the Amer-



ican Heritage corpus and the count is known as the American Heritage word frequency count. As with the Brown corpus, the American Heritage corpus was derived by random sampling from the domain of interest—in this case educational materials then used in grades 3 through 9. Although the corpus on which it is based is relatively large (5 million words), the American Heritage word frequency count is not useful as a representation of vocabulary encountered in the later high school years and in college.

The well-known COBUILD corpus, developed at the University of Birmingham (England), represents a fourth corpus. COBUILD has the advantages that it is large (18 million words) and machine-readable, but it is not representative of the vocabulary encountered in U.S. high school English classes.

## Purpose of the Study

The College Board vocabulary study was conducted to provide a comprehensive source of word frequencies in reading materials used at the high school and first-year college level, and to fill the gap left by previous word frequency studies. Such studies are useful in research and potentially in test development as well.

To determine what materials are most likely to be read by high school and first-year college students, a number of different reading lists, surveys, curriculum guides, and other kinds of evidence were collected and from these a comprehensive list of materials was compiled. The next task was to develop a ranking of these materials based on the frequency with which they appeared in the source lists. Once the ranking was completed, efforts were made to determine the availability of the materials in electronic form and—as a cost-saving measure—use was made of electronic text when it was available. As a result, the corpus ultimately assembled was not a random sample of a domain but a sample based in part on the probability of exposure to this material by high school and first-year college students and in part on the ease with which machine-readable text could be obtained. The original goal was to collect at least five million words of running text, the same size as the American Heritage corpus. Because of recent developments in electronic publishing, the study exceeded this goal. Over 14 million words of text were ultimately collected. This places the corpus close to the size of the Thorndike and Lorge combined count.

## Vocabulary Acquisition

Although there are many methodological problems in estimating the size of any given person's vocabulary (Anderson and Freebody 1981), it has been estimated

that first graders have average vocabularies of about 5,000 words and college students about 50,000 (Lorge and Chall 1963). These estimates indicate the very rapid growth of vocabulary during the school years. Nagy, Anderson, and Herman (1987) estimated that children learn approximately 800 to 1,200 words per year through their reading and that words learned during reading represent about a third of a child's annual vocabulary growth. Studies show, however, that there exist very large individual differences in vocabulary acquisition. Seashore and Eckerson (1940) found that the top 10 percent of college students had vocabularies twice the size of the lowest 10 percent.

A large vocabulary is difficult to acquire and maintain because many important words occur infrequently in a language. Nagy and Anderson (1984) found that only about 3,000 words occurred more than 10 times per million words of running text and only about 10,000 words occurred more than once per million words of running text. If a college student is to maintain a vocabulary of 50,000 words, four-fifths of those words will be encountered relatively infrequently in normal reading and thus must be stored in memory for long periods of time.

## Word Frequency

Evidence of the importance of word frequency comes from linguistic studies, studies of verbal comprehension, and studies of reading. The assumption that the words most commonly used are learned faster and remembered better is supported by a number of studies (Howes and Solomon 1951; Solomon and Howes 1951; Werner and Kaplan 1952; Howes 1954; Brown 1958; Clark 1983; Sternberg and Powell 1983; Gough 1984; Tomayo 1987). The speed with which a reader can access a word's meaning depends on how frequently that word has been encountered in the past (Just and Carpenter 1987). Words that are encountered most frequently in a language are processed with the greatest speed. It has been demonstrated that frequently occurring words are easier to recognize during a brief presentation (Howes and Solomon 1951). It has also been shown that frequently occurring words take less time to classify (Rubenstein, Garfield, and Millikan 1970; Glanzer and Ehrenreich 1979). Just and Carpenter (1980) studied the relationship between word frequency and what they termed "gaze duration," the amount of time a reader spends looking at a word. They found that more frequently occurring words had a lower mean gaze duration than did less frequently occurring words. Other researchers have confirmed these findings (Rayner 1983; Gordon 1985).

It is clear from these studies that the time required to read and understand a word is related to its norma-

tive frequency in the language. The relationship is not a direct one, however, because other factors are also involved, including the context in which the word is found, the recency of encounters with the same or similar words, and the complexity of the word family with which the word is associated. Anderson and Freebody (1981) have proposed that a better metric of frequency would be counts of occurrences of word *families* rather than individual words. Graves, Ryder, Slater, and Calfee (1987) conducted a study of word families that indicated that this approach can be used to predict word knowledge. There is also some evidence that the difficulty of a word is related to the age at which the word was originally acquired (Carroll and White 1973). That is, a word learned in childhood may be more easily remembered than a word learned later in life. This phenomenon may be the result of having had more experience with words learned earlier. Thus, while word frequency is clearly related to word difficulty, other factors also come into play. As a result, word frequency can only be an approximation of word difficulty.

## Text Sampling Procedures

It was not considered necessary to conduct a formal survey for the purposes of this study since curriculum surveys are regularly made by a number of agencies and institutions, curriculum guides are published by most states, reading lists are developed by many schools, and various publications contain recommendations about what should be read by students at various grade levels. In addition, curriculum surveys are routinely conducted in support of various College Board programs, such as the Advanced Placement (AP) Program and the College-Level Examination Program (CLEP). These surveys were used as a starting point in identifying textbooks used in recent years. Surveys conducted by other organizations and institutions were used as well. A particularly useful survey was one conducted by Applebee (1989) of book-length works used in high schools.

Curriculum guides were obtained from a number of state education departments. A list of textbooks and other reading materials used during late 1987 was then compiled. National organizations, such as the National Endowment for the Humanities, as well as individual secondary and postsecondary institutions, develop reading lists that are distributed to teachers and students. Over 30 such reading lists were obtained and the materials in them were added to the master list developed from the curriculum guides.

Sometimes publications receive considerable attention from the public, as indicated by best-seller lists. These publications often affect what is taught and the specific reading materials used in secondary and postsecondary institutions. Accordingly, best-selling books were also included in the compilation. In 1987, the year in which the present investigation began, a book by Hirsch (1987) on cultural literacy became a national best-seller. It contained a detailed list of books and topics that the author and his associates believed should be taught in U.S. schools and colleges. While such recommendations cannot be taken as a guide to what is actually read and studied, they do provide useful evidence. A best-selling book does quite often influence what is read or studied.

## Compilation of Works

These various sources of information were used to develop a compilation of works. Twelve different categories of text were examined: high school textbooks, college textbooks, British literature, American literature, world literature, popular literature, nonfiction, biography, autobiography, historical documents, speeches and influential writings, and periodicals and encyclopedias. Some of the sources used for the compilation listed only authors, others only specific works, and others both. In the course of this compilation it became apparent that some authors are better known than their specific works while some specific works are better known than their authors. Once the compilation of works was completed, it was then possible to develop rankings of the most frequently cited authors and works.

## Leading Authors

Table 1 lists leading authors by the number of sources citing an author as actually studied or recommended, as a best-seller, etc. Points were determined by counting the number of citations and by giving some authors more weight depending on the prominence they were given in the source and the recency and significance of the source. For example, a citation by a national source such as the National Endowment for the Humanities was given more weight than an appearance on a summer reading list for an individual school or college. By this method of ranking, Mark Twain obtained the most points, with Nathaniel Hawthorne, Ernest Hemingway, Charles Dickens, and William Shakespeare close behind. Table 1 also indicates which of the leading authors were sampled and for which complete works



TABLE 1

## Leading Authors

Author	Points	Author	Points
Mark Twain**	28	William Wordsworth**	12
Nathaniel Hawthorne**	26	Robert Louis Stevenson*	12
Ernest Hemingway*	25	Leo Tolstoy*	12
Charles Dickens**	24	Anton Chekov	11
William Shakespeare**	24	William Golding*	11
John Steinbeck**	22	Rudyard Kipling	11
F. Scott Fitzgerald**	21	Jack London**	11
Jane Austen**	20	J. R. R. Tolkien*	11
Joseph Conrad**	20	Edith Wharton*	11
George Orwell*	20	Walt Whitman**	11
William Faulkner**	19	James Baldwin*	10
Thomas Hardy**	19	Robert Browning	10
Henrik Ibsen*	19	Emily Dickinson	10
Herman Melville**	19	Ralph Waldo Emerson**	10
Emily Brontë*	18	Anne Frank*	10
Stephen Crane*	18	John Keats*	10
Arthur Miller*	18	John Knowles*	10
J. D. Salinger*	18	Sinclair Lewis*	10
Jonathan Swift*	18	Mary Shelley*	10
Homer*	17	William Blake**	9
Edgar Allan Poe*	17	Daniel Defoe**	9
George Bernard Shaw	17	Hermann Hesse**	9
Harper Lee*	16	Franz Kafka	9
Henry David Thoreau**	16	D. H. Lawrence	9
Iyodor Dostoyevski*	15	Alan Paton*	9
Sophocles	15	Erich Maria Remarque	9
T. S. Eliot	14	Harriet Beecher Stowe*	9
Benjamin Franklin*	14	H. G. Wells	9
Henry James**	14	Oscar Wilde*	9
Ray Bradbury*	13	Thomas Wolfe*	9
Charlotte Brontë*	13	Herman Wouk*	9
George Eliot**	13	William Butler Yeats**	9
Ralph Ellison*	13	Samuel Beckett*	8
Robert Frost*	13	Lord Byron	8
Aldous Huxley*	13	Lewis Carroll**	8
James Joyce**	13	James Fenimore Cooper*	8
Thornton Wilder*	13	Daphne Du Maurier**	8
Tennessee Williams	13	Carson McCullers*	8
Richard Wright*	13	James Michener*	8
Willia Cather**	12	Flannery O'Connor*	8
Miguel de Cervantes*	12	Plato	8
Geoffrey Chaucer	12	Antoine de Saint-Exupéry*	8
A. Conan Doyle*	12	Aleksandr Solzhenitsyn*	8
John Milton**	12	Alfred Lord Tennyson	8

\*Sampled.

\*\*At least one complete work sampled.

were sampled. Although the list in Table 1 is limited to those authors with eight points or more, ranking was continued down to authors with four or more points and authors with the most points were sampled when machine-readable text was available. Because such a ranking procedure tends to favor older, well-known authors, a number of women and minority authors not ranked high by this procedure were sampled as well.

## Leading Works

Table 2 lists the leading works ranked by the same method. *The Scarlet Letter* by Nathaniel Hawthorne was the highest-ranked individual work, with *Huckleberry Finn*, *The Great Gatsby*, *Lord of the Flies*, *Great*

*Expectations*, and *Hamlet* also ranking very high. The complete text of all these works, with the exception of *Lord of the Flies*, was included in the word sample. Table 2 includes only those works receiving eight or more points, although the same ranking procedure was continued down to four or more points and efforts were made to include as many of the high-ranking works as possible. As for authors, a number of less well-known works by women and minority authors were sampled even though they did not rank high by the procedures used.

## Other Materials Sampled

Table 3 shows the textbook types, periodicals, and other materials sampled. Selections from textbooks and other titles were obtained from samples developed for

TABLE 2

## Leading Works

Work	Points	Work	Points
<i>The Scarlet Letter**</i>	26	<i>Invisible Man*</i>	10
<i>Huckleberry Finn**</i>	24	<i>My Antonia</i>	10
<i>The Great Gatsby**</i>	21	<i>Native Son*</i>	10
<i>Lord of the Flies*</i>	18	<i>Nineteen Eighty-four</i>	10
<i>Great Expectations**</i>	17	<i>A Portrait of the Artist</i>	
<i>Hamlet**</i>	17	as a Young Man**	10
<i>To Kill a Mockingbird*</i>	17	<i>Walden**</i>	10
<i>The Grapes of Wrath*</i>	16	<i>For Whom the Bell Tolls*</i>	10
<i>The Odyssey*</i>	16	<i>All Quiet on the</i>	
<i>Wuthering Heights*</i>	16	Western Front	9
<i>Catcher in the Rye</i>	15	<i>Canterbury Tales</i>	9
<i>The Crucible*</i>	15	<i>A Christmas Carol**</i>	9
<i>Gulliver's Travels*</i>	15	<i>Cry, the Beloved Country*</i>	9
<i>Julius Caesar**</i>	15	<i>David Copperfield*</i>	9
<i>Of Mice and Men*</i>	15	<i>Dr. Jekyll and Mr. Hyde*</i>	9
<i>The Old Man and the Sea*</i>	15	<i>Don Quixote*</i>	9
<i>Pride and Prejudice**</i>	15	<i>Ethan Frome*</i>	9
<i>The Red Badge of</i>		<i>The Stranger</i>	9
<i>Courage*</i>	15	<i>The Sun Also Rises*</i>	9
<i>Romeo and Juliet**</i>	15	<i>Uncle Tom's Cabin*</i>	9
<i>Death of a Salesman*</i>	14	<i>Alice in Wonderland**</i>	8
<i>A Doll's House*</i>	14	<i>Autobiography**</i>	8
<i>Macbeth**</i>	14	<i>Babbitt**</i>	8
<i>Our Town*</i>	14	<i>The Brothers Karamazov*</i>	8
<i>A Tale of Two Cities*</i>	14	<i>The Call of the Wild*</i>	8
<i>Billy Budd*</i>	13	<i>The Caine Mutiny*</i>	8
<i>Crime and Punishment*</i>	13	<i>A Farewell to Arms*</i>	8
<i>Moby-Dick**</i>	13	<i>The Iliad</i>	8
<i>Pygmalion</i>	13	<i>Lord Jim**</i>	8
<i>Tess of the D'Urbervilles**</i>	13	<i>The Mayor of Casterbridge*</i>	8
<i>Brave New World*</i>	12	<i>The Merchant of Venice</i>	8
<i>The Diary of Anne Frank*</i>	12	<i>A Midsummer Night's</i>	
<i>Heart of Darkness*</i>	12	Dream**	8
<i>Oedipus Rex</i>	12	<i>Oliver Twist*</i>	8
<i>The Pearl*</i>	12	<i>Othello</i>	8
<i>Tom Sawyer**</i>	12	<i>Rebecca**</i>	8
<i>Jane Eyre*</i>	11	<i>Robinson Crusoe*</i>	8
<i>A Separate Peace*</i>	10	<i>Silas Marner**</i>	8
<i>The Bible**</i>	10	<i>Waiting for Godot**</i>	8
<i>Black Boy*</i>	10	<i>War and Peace*</i>	8

\*Sampled.

\*\*Complete work sampled.

TABLE 3

## Textbooks, Periodicals, and Other Materials Sampled

Textbook Types	Periodicals	Other Materials
Art	Atlantic	The Academic American Encyclopedia
Biology	Christian Science Monitor	The Articles of Confederation <sup>*,*</sup>
Business and Economics	Ladies Home Journal	Common Sense <sup>*,*</sup>
Chemistry	Los Angeles Times	The Declaration of Independence <sup>*,*</sup>
English Composition and Literature	MacNeil/Lehrer News Report	The Federalist Papers <sup>*,*</sup>
Government	Nation	Jefferson's First Inaugural Address <sup>*,*</sup>
History	National Review	The Magna Carta <sup>*,*</sup>
Physics	New Republic	The Mayflower Compact <sup>*,*</sup>
Psychology	Newsweek	The Monroe Doctrine <sup>*,*</sup>
Science	New York Times	The U.S. Constitution <sup>*,*</sup>
	People magazine	Washington's Farewell Address <sup>*,*</sup>
	Sports Illustrated	Washington's First Inaugural Address <sup>*,*</sup>
	Time	
	U.S. News & World Report	
	Washington Post	

Complete text sampled.

the Degrees of Reading Power (DRP) program, formerly a College Board program, now directed by Touchstone Applied Science Associates (TASA). Through a subcontract with TASA, word frequency counts were obtained for a large number of textbooks currently in use as well as other titles, although the complete text was not obtained. In the DRP sampling procedure, the number of samples analyzed for a given book depends on its length. Fifteen samples are taken from books that are 200 pages or longer, nine samples from books between 100 and 199 pages, six samples from books between 60 and 99 pages, and three samples from books with fewer than 60 pages.

Whenever possible, each DRP sample starts at a "natural" beginning: the start of an assignment, the start of a chapter, after a subordinate heading, or the beginning of a paragraph. Each sample is 250 to 300 words long. All books are divided into sections. Five sections are sampled in books 200 pages or longer, three sections in books between 100 and 199 pages, and two sections in books between 60 and 99 pages. For books of less than 60 pages, the samples are taken from around the middle of the book (see TASA 1988 for more details on the sampling procedures). The textbook and other samples obtained from TASA are listed in Appendix B.

The periodical text samples were developed from two different sources. Most were obtained from DIALOG Information Services, but some periodicals were available only from the Mead Data Central NEXIS service. The other materials included samples from the

*Academic American Encyclopedia* available electronically on CD-ROM as the *Grolier Encyclopedia*, the King James version of the Bible, and various historical documents available in electronic form.

Periodical text was sampled through telecommunication connections with the information services' respective data bases. The most recently available text was transmitted at a 2400-baud rate until adequate amounts from each periodical were obtained. Because of cost factors, smaller amounts of text were sampled from those periodicals available only through NEXIS. The *Academic American Encyclopedia* text was sampled using the list of topics in Hirsch (1987) as a guide.

## Sampled Text by Categories

Table 4 summarizes all text sampled by categories. A total of 14,360,884 words of running text was sampled. This makes the College Board corpus 14 times as large as the Brown University corpus and almost three times as large as the American Heritage corpus. Nagy, Anderson, and Herman (1987) estimated that a typical fifth-grade student reads roughly a million words per year. If this rate of reading were constant over 12 years of schooling, it could be expected that a student entering college would have been exposed to at least 12 million words of text. Assuming that more reading is done in later years, the 14 million words of text sampled are roughly the amount of text the average student is exposed to in 12 years of schooling.

TABLE 4

## Text by Categories

Category	Number of Words	Percent
Fiction Categories		
1. American novels and short stories	2,035,067	14.2
2. British novels and short stories	2,215,932	15.4
3. Other novels and short stories	114,202	.8
4. Poetry	959,861	6.7
5. Drama	438,020	3.0
	5,763,082	40.1
Nonfiction Categories		
Subject matter areas:		
6. Art and architecture	274,205	1.9
7. Biography and autobiography	633,753	4.4
8. Business, economics, and agriculture	175,134	1.2
9. English language and literature	903,654	6.3
10. Geography	197,004	1.4
11. Government, law, and military	430,760	3.0
12. History	471,344	3.3
13. Medicine and health	186,660	1.3
14. Music and theater	67,706	.5
15. Natural science	791,279	5.5
16. Religion, philosophy, and mythology	177,693	1.2
17. Social sciences and education	253,372	1.8
18. Sports and games	254,537	1.8
	4,817,101	33.6
Other Nonfiction:		
19. Essays	866,918	6.0
20. Bible	791,336	5.5
21. Historical documents	324,274	2.2
22. Newspapers and television news	196,747	1.4
23. News magazines	351,905	2.4
24. Political magazines	613,676	4.3
25. Literary magazines	252,230	1.8
26. Popular magazines	198,343	1.4
27. Women's magazines	185,272	1.3
	3,780,701	26.3
Total	14,360,884	100.0

Table 4 shows that 40 percent of the text sampled was fiction and 60 percent was nonfiction. The largest fiction categories were American novels and short stories and British novels and short stories with over 2 million words from each. Within the nonfiction subject-matter areas, the largest category was English language and literature (almost a million words) and the smallest was music and theater (less than one hundred thousand words).

## Computational Procedures

Over the many years that psycholinguists, statisticians, and others have studied word frequency distributions, several different models have been developed to explain the nature of these distributions. All of these models are imperfect, however, and all are based on the unrealistic assumption that, in language, words appear at random

(Baayen 1993). Because of the authors' familiarity with them, approaches proposed originally by Herdan (1960) and elaborated by Carroll (1967) were used. These approaches are based on a lognormal model of word frequency distributions.

The statistical computations followed the methods described in Carroll, Davies, and Richman (1971). The following statistics were computed:

- $F$  A word type's total frequency in the corpus
- $D$  An index of dispersion among the text categories, with a range from zero to 1.0.  $D$  is based on the dispersion of the frequencies over the 27 subject categories.  $D$  is zero when all occurrences of the word type are in a single category.  $D$  can be as high as 1.0 if the frequencies are distributed among the 27 categories in exact proportion to the total number of tokens (words) in these categories. Between the extremes of zero and 1.0, values of  $D$  indicate degrees of dispersion.  $D$  is computed as follows:

$$D = [\log(\sum p_i) - (\sum p_i \log p_i) / \sum p_i] / \log n,$$

where

- $n$  = number of categories,
- $i$  = category number,  $i = 1, 2, \dots, n$
- $p_i$  = probability of a token in the  $i$ th category,

and

$$p_i \log p_i = 0 \text{ for } p_i = 0.$$

Further information on this index is given in Carroll (1970).

- $U$  The estimated frequency per one million tokens.  $U$  is derived from  $F$  with an adjustment for  $D$ . When  $D = 1.0$ ,  $U$  is computed simply as the frequency per one million tokens. But when  $D$  is less than 1.0, the value of  $U$  is adjusted downward. When  $D$  is zero,  $U$  has a minimum value based on the average weighted probability of the word type over the 27 subject categories. These adjustments are made to better estimate the true frequency per one million tokens that would be found in a corpus of infinite size.  $U$  is computed as follows:

$$U = (1,000,000/N) [FD + (1 - D)f_{min}],$$

where

- $N$  = total number of tokens in the corpus,
- $f_{min} = 1/N$  times the sum of the products  $f_i$  and  $s_i$ , where  $f_i$  is the frequency in category  $i$  and  $s_i$  is the number of tokens in the category.

$$SFI \text{ Standard Frequency Index} = 10(\log_{10} U + 10)$$

Because base 10 logarithms are used, the  $SFI$  provides a convenient way of thinking about a

word's frequency. An *SFI* of 90 means that a word can be expected to occur about once in every 10 tokens, 80 means once in every 100 tokens, 70 once in every 1,000 tokens, etc., on down to an *SFI* of 10 where a word would be expected to occur once in every one billion tokens.

## Analysis of the College Board Corpus

A number of approaches may be used to examine the accuracy of the word frequencies obtained from a study like this and to determine the relationship between word frequency and word difficulty. None of these approaches is without problems, however, since all make certain assumptions and all rely on imperfect data—as does this study.

### Comparisons with Subjective Estimates of Word Frequency

Shapiro (1969) obtained subjective estimates of the word frequencies of 60 words selected to represent a wide range of frequency. Carroll (1971) and Carroll et al. (1971) reported comparisons between subjective estimates of 56 of these 60 words and objective frequencies obtained from Thorndike and Lorge (1944), Kucera and Francis (1967), and Carroll et al. (1971). The judges were 28 adults, 15 of whom had experience in lexicography. The judges were asked to "tell with numbers" how frequently these words occurred in written English. Careful procedures were used to avoid biases (such as the effects of word order) and the judges were given practice words prior to judging the 56 selected words.

Table 5 compares the subjective estimates with the Thorndike and Lorge (TL) frequencies (after conversion to *SFI*s), the American Heritage (AH) *SFI* values, and the College Board (CB) *SFI*s. For each comparison, the subjective estimates were adjusted so they had the same mean and standard deviation as the objective data. The Thorndike/Lorge and American Heritage comparisons come from Carroll et al. (1971). The College Board values were computed in the same manner. The correlations, given at the bottom of Table 5, show that the College Board estimates correlated best with the subjective estimates (.9798), the Thorndike/Lorge estimates second best (.9660), and the American Heritage esti-

mates third best (.9515). The mean absolute discrepancies are also given at the bottom of Table 5: Thorndike/Lorge = 2.6, American Heritage = 4.0, and College Board = 2.3. These correlations and discrepancies suggest close agreement between the subjective and objective methods generally, although the discrepancies for individual words are at times substantial. This is particularly true of the lower frequency words for which the objective *SFI*s are less accurate and which are probably most difficult for judges to estimate. With respect to the question of which of the estimates, subjective or objective, is most valid, Carroll (1971, p. 11) noted:

It can be argued that the subjective estimates are more valid, on the grounds that objective frequency counts such as the Thorndike-Lorge count are subject to biases of various kinds in sampling, in establishing units, etc., and that human observers are better able to discount such biases. Furthermore, the samples used in objective frequency counts, seldom more than a few million tokens, are small in comparison to the number of tokens experienced by the human observer over his lifetime.

Even so, subjective estimates can be made for only a limited group of words that the judges examine, while objective estimates derived from word counts are available for all words encountered in the sample taken.

### Comparisons with Word Difficulty Estimates

Dale and O'Rourke (1981) conducted perhaps the most comprehensive word difficulty study available by actually testing subjects in several grade levels on a large number of words. Not less than 200 subjects were tested on each word, and many words were tested more than 200 times. The tests were carefully constructed with three-choice alternatives and the distractors were at the same level of familiarity as the words tested. Tests were administered, initially, between 1954 and 1960 in 41 states and 283 schools. Further testing was conducted after 1960 with about 320,000 additional students. A total of 44,000 words were ultimately tested in grades 4, 6, 8, 12, and 16. For purposes of comparison with the College Board Vocabulary Study, the grade 12 data were used.

Table 6 compares 20 words selected from the Dale and O'Rourke lists that were tested at the grade 12 level. The words were randomly selected with some attention given to obtaining words from all parts of the alphabetical listing. *U* values for the four corpora are given and, additionally, *U* values are given (in paren-

TABLE 5

## Comparisons between Subjective Estimates of Word Frequencies and Objective Estimates Based on Word Counts

WORD	SETL	TL	SEAH	AH	SECB	CB	DIFF TL	DIFF AH	DIFF CB
the	84.4	88.4	90.0	88.6	86.1	87.8	-4.0	1.4	-1.7
and	82.0	84.5	86.7	84.2	83.4	85.2	-2.5	2.5	-1.8
of	79.8	85.6	83.6	84.5	80.9	85.0	-5.8	-0.9	-4.1
that	77.4	80.0	80.3	79.7	78.1	80.4	-2.6	0.6	-2.3
you	76.4	75.1	79.0	79.8	77.0	75.8	1.3	-0.8	1.2
as	76.2	78.5	78.7	78.0	76.8	78.7	-2.3	0.7	-1.9
by	76.1	77.2	78.5	75.9	76.7	77.1	-1.1	2.6	-0.4
when	73.3	73.6	74.7	74.9	73.5	73.7	-0.3	-0.2	-0.2
each	71.4	69.4	72.0	73.8	71.3	67.6	2.0	-1.8	3.7
after	71.2	70.2	71.7	70.6	71.1	70.6	1.0	1.1	0.5
other	71.0	72.2	71.5	73.2	70.8	71.8	-1.2	-1.7	-1.0
again	70.0	67.6	70.1	68.5	69.7	68.3	2.4	1.6	1.4
next	68.6	65.9	68.2	67.2	58.1	64.9	2.7	1.0	3.2
few	66.7	67.7	65.5	67.1	65.9	66.1	-1.0	-1.6	-0.2
half	65.7	64.3	64.1	64.5	64.8	64.6	1.4	-0.4	0.2
night	64.8	66.1	62.9	66.0	63.8	66.0	-1.3	-3.1	-2.2
early	64.1	65.6	62.0	64.0	63.0	64.7	-1.5	-2.0	-1.7
couple	63.4	60.8	61.0	55.1	62.2	56.7	2.6	5.9	5.5
price	63.1	60.3	60.6	56.6	61.8	59.8	2.8	4.0	2.0
result	62.8	63.8	60.2	60.2	61.5	61.1	-1.0	0.0	0.4
list	61.8	61.2	58.7	63.3	60.4	55.8	0.6	-4.6	4.6
final	61.6	61.9	58.5	58.4	60.1	58.7	-0.3	0.1	1.4
music	61.5	63.3	58.4	61.8	60.0	58.6	-1.8	-3.4	1.4
actual	61.1	60.0	57.8	54.2	59.6	60.6	1.1	3.6	-1.0
suit	61.0	56.7	57.6	56.9	59.4	59.4	4.3	0.7	0.0
base	60.4	59.5	56.9	61.6	58.8	57.8	0.9	-4.7	1.0
address	60.1	58.8	56.5	51.6	58.4	58.9	1.3	4.9	-0.5
spread	59.3	59.1	55.3	59.8	57.5	59.5	0.2	-4.5	-2.0
humor	58.0	56.6	53.6	50.6	56.0	54.2	1.4	3.0	1.8
scale	57.0	57.7	52.2	59.3	54.9	56.3	-0.7	-7.1	-1.4
switch	57.0	51.8	52.2	52.2	54.9	48.1	5.2	0.0	6.8
victim	56.3	55.6	51.2	49.7	54.1	53.1	0.7	1.5	1.0
swift	56.2	56.3	51.1	53.0	54.0	54.3	-0.1	-1.9	-0.3
superb	54.8	49.0	49.2	43.5	52.4	48.3	5.8	5.7	4.1
dissent	54.2	46.0	48.3	33.6	51.7	50.9	8.2	14.7	0.8
convert	54.0	54.0	48.1	47.7	51.5	50.0	0.0	0.4	1.5
anchor	51.9	54.1	45.2	51.2	49.1	50.5	-2.2	-6.0	-1.4
charter	50.8	53.0	43.6	44.1	47.8	49.8	-2.2	-0.5	-2.0
stride	49.9	52.6	42.4	45.0	46.8	46.1	-2.7	-2.6	0.7
ignite	49.7	43.0	42.2	40.4	46.5	43.8	6.7	1.8	2.7
heritage	49.1	49.0	41.3	47.7	45.9	51.0	0.1	-6.4	-5.1
thud	47.9	46.0	39.7	45.8	44.5	43.0	1.9	-6.1	1.5
skirmish	47.9	48.5	39.7	32.3	44.5	41.3	-0.6	7.4	3.2
volcano	47.9	51.5	39.6	51.9	44.5	44.0	-3.6	-12.3	0.5
struggle	45.2	44.8	35.8	22.9	41.4	45.2	0.4	12.9	-3.8
veterinary	44.7	40.0	35.2	34.0	40.8	40.0	4.7	1.2	0.8
cryptic	43.7	40.0	33.9	20.2	39.7	40.4	3.7	13.7	-0.7
modulate	43.4	39.8	33.4	22.1	39.4	44.0	3.6	11.3	-4.6
cloister	43.1	47.8	33.0	25.6	39.0	39.4	-4.7	7.4	-0.4

TABLE 5 (continued)

## Comparisons between Subjective Estimates of Word Frequencies and Objective Estimates Based on Word Counts

WORD	SETL	TL	SEAH	AH	SECB	CB	DIFF TL	DIFF AH	DIFF CB
shank	43.0	43.0	32.9	41.1	38.9	33.3	0.0	-8.2	5.6
dill	42.9	38.2	32.7	37.8	38.8	35.5	4.7	-5.1	3.3
vicar	39.8	44.8	28.3	30.2	35.3	45.1	-5.0	-1.8	-9.8
ocular	37.3	37.9	25.0	26.0	32.4	34.6	-0.6	-1.0	-2.2
torpor	35.0	38.9	21.9	20.8	29.8	38.1	-3.9	1.1	-8.3
pachyderm	30.0	35.9	15.0	20.7	24.1	20.3	-5.9	-5.7	3.8
echidna	20.6	33.5	2.0	20.2	13.4	15.8	-12.9	-18.2	-2.4
Mean	57.6	57.6	53.0	53.0	55.6	55.6	0.0	0.0	0.0
S.D.	13.5	13.5	18.6	18.6	14.4	15.4	3.5	5.8	3.1
Mean absolute difference							2.6	4.0	2.3

## Abbreviations:

SE : Subjective estimate of *SHI*  
 TL : Thorndike/Lorge estimate of *SHI*  
 AH : American Heritage estimate of *SHI*  
 CB : College Board estimate of *SHI*  
 SETL : Subjective estimate adjusted to TL mean and standard deviation  
 SEAH : Subjective estimate adjusted to AH mean and standard deviation

SECB : Subjective estimate adjusted to CB mean and standard deviation  
 DIFF : Subjective estimate of *SHI* minus TL, AH, or CB estimate  
 Correlations:  
 SEAH versus AH,  $r = .9515$   
 SETL versus TL,  $r = .9660$   
 SECB versus CB,  $r = .9798$

TABLE 6

Comparisons of Dale and O'Rourke Word Difficulties and *U* Values for Four Corpora

Word	Word Ease*	U Values			
	(percent)	TL	CB	AH	RF
1. misgiving	94	5.11	4.32 (2.36)	.79 (.25)	4.93
2. aftermath	90	1.44	4.74 (3.43)	.79 (.28)	3.94
3. abdicate	85	3.00	3.41 (1.79)	1.38 (.55)	.00
4. idolize	79	5.05	5.50 (2.87)	.59 (.05)	1.97
5. adamant	76	2.05	5.34 (2.13)	.79 (.23)	5.92
6. zenith	76	4.33	2.78 (2.06)	1.38 (.78)	5.92
7. accost	69	2.22	2.92 (1.60)	.20 (.05)	2.96
8. novice	64	4.44	1.88 (1.85)	.79 (.31)	2.96
9. demoniac	61	.61	1.18 (.43)	.00 (.00)	1.97
10. theism	59	.39	1.04 (.17)	.00 (.00)	.99
11. entomology	55	2.17	2.30 (.98)	1.38 (.29)	.99
12. pivotal	52	.22	1.39 (.96)	.79 (.32)	.99
13. virility	49	1.56	.77 (.43)	1.18 (.28)	2.96
14. entente	47	1.39	.84 (.26)	.00 (.00)	.00
15. acon (con)	44	.56	.90 (.30)	1.40 (.40)	.00
16. wrath	34	.83	.56 (.16)	.39 (.06)	1.97
17. flotsam	30	.33	.49 (.20)	.98 (.27)	.00
18. lionize	23	.00	.62 (.16)	.00 (.00)	1.97
19. plethora	19	.33	.70 (.46)	.00 (.00)	.00
20. xenophobia	17	.00	.63 (.19)	.20 (.01)	1.97
Correlation with Word Ease		.74	.85 (.84)	.38 (.44)	.55

\*The percentage of grade 12 students responding correctly to a three-option question asking about the definition of the word.

Note: For CB and AH, the *U* values in parentheses are corrected for dispersion.



theses) that have been corrected for dispersion. The Dale and O'Rourke lists give the percentage of examinees responding correctly to the test question. Thus these percentages represent the opposite of word difficulty, or "Word Ease," as indicated in the table. The percentages range from 94 for the easiest word ("mis-giving") to 17 for the most difficult ("xenophobia"). The corpora are identified in the table as TL (Thorndike/Lorge combined count), CB (College Board), AH (American Heritage), and KF (Kucera/Francis). The Thorndike/Lorge combined corpus contains approximately 18 million words, the College Board corpus 14,360,884 words, the AH corpus 5,088,721 words, and the Kucera/Francis corpus 1,014,000 words. Some words did not appear in all of the corpora and thus have *U* values of zero.

The bottom of Table 6 shows correlations with Word Ease for the word frequencies from each of the four corpora. As would be expected, the larger corpora, Thorndike/Lorge and College Board, yielded the highest correlations. The recency of the College Board corpus probably explains the higher correlation of .85 for it (versus .74 for Thorndike/Lorge).

The *U* values corrected for dispersion (in parentheses for College Board and American Heritage) yield correlations similar to the uncorrected *U* values, suggesting that the correction for dispersion is not important overall even though it may be for individual words. There are clearly inaccuracies in the Dale and O'Rourke estimates because, with only three options, examinees could guess with 33 percent accuracy and the distractors were not of uniform effectiveness. Note, in Table 6, that only 17 percent correctly answered "xenophobia" even though guessing alone would have yielded 33 percent. Note also that some words, like "theism," seemed more difficult than the Dale and O'Rourke difficulties indicated, suggesting that guessing among the three available options may have been a factor.

Another useful comparison is with a list of words of varying difficulty level developed by the National Center for Health Statistics (Dupuy 1974). This list of words was created by initially taking a one percent random sample of words from several dictionaries. Second, this sample was reduced in size by the elimination of compound or hyphenated words, proper nouns, abbreviations, technical words, foreign words, slang, and archaic usages. Derived, variant, and redundant words were also deleted to arrive at a list of 123 basic words. Third, these basic words were used to develop a Basic Word Vocabulary Test (BWVT) in which the correct responses were all either of the same level of difficulty as the word being tested or a lower level of difficulty. Estimates of probable difficulty were made using the Thorndike/Lorge combined count. Finally, various

forms of the BWVT (varying in difficulty level) were administered to 3,100 students in grades 6 through 12 and to adults. The subjects were from 11 to 61 years old and their education ranged from the sixth grade to the doctoral level. On the basis of the data obtained, the 123 words were rank-ordered by difficulty and statistical analyses were conducted to demonstrate the reliability and validity of the test.

Table 7 shows a comparison of word difficulties as developed by Dupuy (1974) with word frequency estimates. Only 20 of the 123 ranked words are included in Table 7 to allow for reasonable gaps in difficulty between words. As with the Table 6 comparisons, *U* values adjusted for dispersion are given (in parentheses) for the College Board and American Heritage counts. Correlations with Word Ease for each of the corpora are given at the bottom of Table 7. These correlations show that the largest corpora, as in Table 6, tend to yield the highest correlations. As with the comparisons in Table 6, there is very little difference in the correlations obtained with and without the correction for dispersion.

Since Tables 6 and 7 both show that the highest correlations with word difficulty occurred for the College Board and Thorndike/Lorge corpora, both of which were relatively large in comparison to the American Heritage and Kucera/Francis corpora, corpus size may generally be more important than either sampling precision or the recency of the data collection. For some individual words, however, the recency of the data collection is of paramount importance, as the next section demonstrates.

## Comparisons of Selected Words

As stated in the Introduction to this report, the College Board corpus was developed because of inadequacies in existing corpora. They were out-of-date, too small, or focused on younger age groups. Table 8 illustrates the advantages of an up-to-date corpus by showing the differences in *U* values obtained for selected words. Some of these words were included because they were considered to be in more frequent use now than at the time the Thorndike/Lorge corpus was developed (the 1920s and 1930s). Eight of the words do not appear at all in the Thorndike/Lorge corpus, seven do not appear in the American Heritage corpus, and seven do not appear in the Kucera/Francis corpus. In some cases, a word does not appear because it is a recently coined term. In other cases, a word does not appear because of the relatively small size of the corpus. These two factors, corpus age and corpus size, undoubtedly interact. The word "telecommunications," for example, was probably

TABLE 7

## Comparisons of BWVT Word Difficulties and U Values for Four Corpora

Word	Word Ease*	U Values			
		TL	CB	AH	KF
1. car	123	178.90	121.30 (98.27)	499.00 (434.00)	387.70
2. witness	111	60.70	68.90 (57.17)	13.00 ( 8.97)	27.60
3. advice	102	62.80	44.00 (38.73)	26.90 ( 24.23)	46.40
4. tremendous	97	34.70	24.40 (21.45)	28.30 ( 25.04)	46.40
5. abandon	91	38.00	36.70 (34.42)	17.50 ( 14.71)	46.40
6. mutiny	87	6.60	4.70 ( 4.12)	1.40 ( .58)	3.90
7. ghetto	82	6.70	8.80 ( 4.71)	3.90 ( 1.13)	15.80
8. juvenile	77	5.10	6.10 ( 3.64)	4.52 ( 1.60)	12.80
9. aghast	71	4.20	2.10 ( 1.03)	1.60 ( .84)	.99
10. curriculum	65	1.90	10.20 ( 5.53)	2.00 ( .67)	19.70
11. faction	62	8.50	17.10 (12.92)	1.80 ( .47)	10.85
12. potpourri	56	.40	.21 ( .04)	.20 ( .01)	.99
13. destitute	52	6.40	7.45 ( 6.09)	.40 ( .11)	2.00
14. bastion	46	1.80	1.46 ( .71)	.20 ( .01)	2.00
15. trajectory	42	.30	3.13 ( 1.40)	1.60 ( .82)	2.00
16. pomander	37	.00	.07 ( .00)	.20 ( .01)	.00
17. fetid	32	.80	1.11 ( .73)	.00 ( .00)	2.00
18. scintillate	25	.90	1.88 ( .46)	.40 ( .02)	.99
19. glib	21	2.10	2.16 ( 1.06)	.20 ( .01)	4.91
20. redact	5	.20	.90 ( .06)	.00 ( .00)	3.00
Correlation with Word Ease		.70	.74 ( .75)	.48 ( .47)	.55

\*Rank when ordered by degree of difficulty with 123 other words. Note: For CB and AH, the U values in parentheses are corrected for dispersion.

TABLE 8

## Comparisons of Selected Words in Different Corpora

Word	U Value			
	TL	CB	AH	KF
Year Published	1944	1994	1971	1967
Tokens (millions)	18	14	5	1
1. environment	13.89	73.40	63.08	53.25
2. electron	1.50	62.19	41.46	39.45
3. organic	8.06	32.87	11.59	40.43
4. immune	5.39	24.10	7.07	8.88
5. ethnic	.28	19.57	2.55	12.82
6. ecology	.00	12.05	5.90	1.97
7. racism	.00	6.76	1.57	.99
8. telecommunications	.00	5.36	.00	.00
9. vial	2.39	3.62	.20	.00
10. Zionism	.50	3.62	.59	1.97
11. torpid	1.56	3.62	.20	.99
12. prosaic	2.61	3.55	.59	1.97
13. blithe	7.22	2.92	.59	4.33
14. hegemony	.33	2.65	.20	.99
15. Chicano	.00	1.60	.00	.00
16. byte	.00	1.25	.00	.00
17. lugubrious	.39	1.11	.00	.00
18. paparazzi	.00	.35	.00	.00
19. hubris	.00	.35	.00	.99
20. oxymoron	.00	.21	.00	.00

rarely used in the 1930s when the Thorndike/ Lorge corpus was completed. On the other hand, it was probably in use in 1966 when the Kucera/Francis samples were collected and in 1970 when the American Heritage samples were taken. Had the American Heritage and Kucera/Francis corpora been larger, a word like telecommunications probably would have appeared. Words like "ecology" and "racism" are clearly in more frequent use today than in previous years. The comparisons in Table 8 emphasize the importance of collecting up-to-date data.

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# Appendix A: Materials Surveyed for the College Board Vocabulary Study

The attached lists of reading materials\* represent the domain from which text was sampled for the study. Sampling was based on the educational importance of materials as indicated by their actual use in educational settings, by recommendations for their use, and by the probability that students will have been exposed to the materials. To aid in the identification of the most important materials, codes suggestive of importance are included with each item listed. These codes are described below. In general, listings with many codes were considered the most important ones at the time this list was compiled (1989), but there may also be important listings with only a few codes. A relatively recent work, for example, may be less well known and thus have been cited less frequently in curriculum guides and other sources.

Separate lists of materials are included in the following order:

1. High school textbooks
2. College textbooks
3. Literature, Popular Titles, Autobiographies, Biographies, Speeches, and Influential Writings
4. Historical Documents
5. Periodicals and Encyclopedias

## Codes

- AAP Association of American Publishers. List of commonly used high school textbooks obtained from AAP School Division in 1987.
- AIA American Library Association. List of books for the college-bound recommended by the National Education Association. See American Library Association (1984).
- AP Advanced Placement Program college textbooks recommended in AP Teacher's Guides

and other publications. See College Board (1983-1987).

- APR A. Philip Randolph High School. Partial list of authors studied and reported in Bennett (1987).
- ATBS All-time best-sellers up to 1895 reported in Hackett (1977).
- BS Best-selling books published in the United States between 1894 and 1975 reported in Hackett (1977).
- C Columbia University Freshman Book List: Must Reading, Fall 1986 and Spring 1987. Published in *The New York Times*, 1987.
- CA Textbooks used in several California school districts in 1987.
- CLEP College-Level Examination Program textbooks listed in 1987 CLEP guide and identified by subject-matter specialists as most widely used. See College Board (1987).
- CLC1 Center for the Learning and Teaching of Literature. One of the 10 most popular authors or titles required in Catholic schools surveyed in 1988 by Applebee (1989).
- CLC2 Center for the Learning and Teaching of Literature. Title required by 30 percent or more of Catholic schools surveyed in 1988 by Applebee (1989).
- CLC3 Center for the Learning and Teaching of Literature. Title required in some Catholic schools surveyed by Applebee (1989).
- CLI1 Center for the Learning and Teaching of Literature. One of the 10 most popular authors or titles required in independent schools surveyed in 1988 by Applebee (1989).
- CLI2 Center for the Learning and Teaching of Literature. Title required by 30 percent or more of independent schools surveyed in 1988 by Applebee (1989).
- CLI3 Center for the Learning and Teaching of Literature. Title required in some independent schools surveyed by Applebee (1989).

\*The works and authors listed in this appendix are presented as copied from the sources indicated. The accuracy of these secondary sources has not been verified.

- CLM Center for the Learning and Teaching of Literature. Title required in public schools with 25 percent minority enrollment surveyed by Applebee (1989).
- CLP1 Center for the Learning and Teaching of Literature. One of the 10 most popular authors or titles required in public schools surveyed in 1988 by Applebee (1989).
- CLP2 Center for the Learning and Teaching of Literature. Title required by 30 percent or more of public schools surveyed in 1988 by Applebee (1989).
- CLP3 Center for the Learning and Teaching of Literature. Title required in some public schools surveyed by Applebee (1989).
- CP1 CLEP Literature Survey: Authors studied "often" by 50 percent or more of over 200 teachers surveyed nationally in 1985.
- CP2 CLEP Literature Survey: Authors studied "often" by 30-50 percent of over 200 teachers surveyed nationally in 1985.
- CSBE California State Board of Education, California Assessment Program State Recommended Reading Lists, Grades 9-12. See California State Board of Education (1985).
- EAC English Advisory Committee of the College Board. Additional writers and works suggested in November 1988.
- EBS Early best-sellers reported in Hackett (1977).
- ETS List of best-selling textbooks compiled at Educational Testing Service in 1985.
- FL Textbooks adopted in the state of Florida. See Florida Department of Education (1987).
- GN A list of 100 top books recommended for reading by Isidore Newman private secondary school, New Orleans, La., 1980.
- H Books or authors listed by Hirsch (1987).
- IL Textbooks or readings used in one of several Illinois schools or districts, 1988.
- IN An extended list of books recommended for reading by Isidore Newman private secondary school, New Orleans, La., 1980.
- MA Milton Academy summer reading lists.
- MAC Best-selling college textbooks of the Macmillan Publishing Company.
- NAEP National Assessment of Educational Progress (1987). Books or authors mentioned in test items from the 1986 Literature and History assessment.
- NAL New American Library Publishing Company. Top-selling books nationwide (in 1989) according to NAL's Educational Sales Manager. (NAL Publishers consists of: Signet, Onyx, Signet Vista, Signet Classics, Mentor, DAW Books, Plume, Meridian, Meridian Classics, NAL Books, and Dutton.)
- NC Textbooks adopted in the state of North Carolina. See North Carolina Department of Public Education (1987).
- NCTE National Council of Teachers of English (1985). List of books recommended for high school students.
- NE Suggested precollege reading, New England Association of Teachers of English (1981). Based on a survey of 114 New England colleges. Consists of 107 literary works recommended for reading before entering college.
- NEH Reading suggested by the National Endowment for the Humanities (1984). Based on a national survey conducted in 1984 of 400 teachers, professors, writers, historians, journalists, and cultural leaders. Resulted in list of top 30 authors and literary works high school students should know.
- NEH2 *Summertime Favorites*. Reading list developed by the National Endowment for the Humanities and based on reading lists used in 60 schools.
- NYT1 *The New York Times* list of best-selling college textbooks, by Edwin McDowell, published in 1987.



- NYT2 Writers featured in *The New York Times* article, dated June 5, 1988.
- OK Textbooks adopted in the state of Oklahoma, 1987-88. See Oklahoma State Department of Education (1987).
- OR Textbooks adopted in the state of Oregon, 1985-86. See Oregon State Textbook Commission (1985).
- PP Recommendations for education reform containing lists of books to be studied by high school students nationwide. See Adler (1984).
- RH Random House list of 10 leading college textbooks (all publishers). Obtained from Director of Sales, College Division.
- RHL Works included in a commonly used Random House literature textbook. See DiYanni (1986).
- SS Simon & Schuster list of leading popular books and authors among 17- and 19-year-olds. Obtained from the Director of Library Sales and Marketing Trade Group.
- TX Textbooks adopted in the state of Texas, 1987-88. See Texas Education Agency (1987).
- X Xavier Preparatory School freshman, senior, summer, and university preparatory reading lists, 1988. Xavier's program was profiled for curriculum excellence in Bennett (1987).
- YA Top mass sellers among young adults 1985-87. Obtained from American Library Association's department of Best Books for Young Adults.

## High School Textbooks

### American Literature

- Adventures in American Literature*, Heritage ed., Saifer et al. Harcourt Brace Jovanovich, 1985. (AAP, CA, FL, IL, NC, OR, TX)
- American Literature*, Kearns. Macmillan, 1984. (AAP, CA, FL, OR)

*American Literature*, Chronological ed., Carlsen et al. McGraw-Hill, 1985. (AAP, CA, FL, IL, OK, OR)

*American Literature*, Thematic ed., Carlsen et al. McGraw-Hill, 1985. (AAP, CA, FL, OK, OR)

*McDougal, Littell Literature Series: (Yellow Level)*, Hollenbeck and Johnson. McDougal, Littell, 1984. (AAP, CA, FL, OK, OR, NC)

*United States in Literature: Red Badge of Courage*, Christensen et al. Scott, Foresman, 1985. (AAP, CA, FL, IL, NC, OK, OR)

*United States in Literature: Three Long Stories*, Christensen et al. Scott, Foresman, 1985. (AAP, CA, FL, IL, NC, OK, OR)

### English Grammar and Composition

*Advanced Composition: A Book of Models for Writing, Complete Course*, Warriner, Ludwig, and Connolly, Franklin Ed. Harcourt Brace Jovanovich, 1982. (OK, OR)

*Building English Skills: (Purple)*. McDougal, Littell, 1981. (AAP, CA, FL, IL, NC, OK, OR)

*Composition: Models and Exercises (3rd through 5th courses)*, Warriner et al. Harcourt Brace Jovanovich, 1982. (FL, OK)

*Composition Skills (3-6)*, Glatthorn et al. Science Research Associates, 1980. (CA, FL, OK)

*Effective English, Grade 12*, Haider. Silver Burdette, 1982. (AAP, FL, OK)

*English Book Six: Complete Course*, Glatthorn et al. Science Research Associates, 1982. (FL, NC, OK)

*English Grammar and Composition: Complete Course*, Warriner. Harcourt Brace Jovanovich, 1982. (AAP, CA, FL, IL, NC, OK, OR)

*Grammar and Writing, Grade 12*, Loban. Macmillan, 1981. (AAP, FL, NC, OK)

*Language: Structure and Use, Book 12*, Clark et al. Scott, Foresman, 1981. (AAP, FL, OK)

*Prentice-Hall Grammar and Composition: Level 6*, Forlini et al. Prentice-Hall, 1985. (AAP, FL, IL, NC, OK, OR)



*The Lively Art of Writing: Effective Style*, Perrine.  
Allyn & Bacon. (NC, TX)

## English Literature

*Adventures in English Literature*, Heritage ed., Safier et al. Harcourt Brace Jovanovich, 1985. (AAP, CA, FL, IL, NC, OK, OR, TX)

*British and Western Literature: A Thematic Approach*, Carlsen et al. McGraw-Hill, 1985. (CA, FL, OK, OR)

*English and Western Literature*, Kearns et al. Macmillan, 1984. (AAP, FL, OR)

*England in Literature: Hamlet ed.*, Christensen et al. Scott, Foresman, 1985. (AAP, FL, IL, NC, OK, OR)

*England in Literature: Macbeth ed.*, Christensen et al. Scott, Foresman, 1985. (AAP, FL, NC, OK, OR)

*English Literature*, Bennett. Prentice-Hall (Ginn), 1984. (AAP, FL, OK)

*English Literature: A Chronological Approach*, Treasury ed., Carlsen. 1985. (AAP, FL, IL, NC, OK, OR)

*McDougal, Littell Literature Series: (Purple Level)*, 1st ed., Sternberg et al. McDougal, Littell, 1987. (AAP, FL, IL, NC, OK, OR)

*Scope English Anthology*, 2nd ed., Level 6. Scholastic, 1984. (FL, NC)

## Science

*Anatomy and Physiology: The Basic Principles*, 3rd ed., Evans. Prentice-Hall, 1983. (FL, NC, OK)

*Biology: Living Systems*, 5th ed., Oram et al. Merrill, 1986. (AAP, FL, OK, TX)

*Biology II*, Arms et al. Holt, Rinehart & Winston, 1982. (NC, OK, TX)

*Chemical Principles (Chemistry II)*, 6th ed., Masterton et al. Holt, Rinehart & Winston, 1985. (CA, FL, OK, TX)

*Chemistry: A Modern Course*, 7th ed., Smoot et al. Merrill, 1987. (CA, FL, NC, OK, TX)

*Chemistry: Experimental Foundations*, 4th ed., Parry et al. Prentice-Hall, 1987. (CA, FL, NC, OK)

*Chemistry: The Central Science (Chemistry II)*, 2nd ed., Brown and LeMay. Prentice-Hall, 1981. (CA, FL, NC, OK, TX)

*Concepts and Challenges in Physical Sciences*, 2nd ed., Bernstein et al. Globe, 1986. (FL, NC, OK)

*Earth Science*, 8th ed., Namowitz and Spaulding. Heath, 1985. (FL, OK, TX)

*Focus on Physical Science*, 5th ed., Heimler and Price. Merrill, 1984. (CA, FL, NC, TX)

*Holt Physical Science*, 3rd ed., Ramsey et al. Holt, 1986. (FL, NC, OK, TX)

*Investigating the Earth*, 4th ed., Matthews et al. Houghton Mifflin, 1987. (FL, OK, TX)

*Macmillan Biology*, Creager et al. Scribner, 1985. (FL, NC, OK, TX)

*Modern Biology*, 5th ed., Otto and Towle. Holt, 1985. (AAP, CA, FL, NC, OK, TX)

*Modern Chemistry*, 16th ed., Metcalfe et al. Holt, 1986. (AAP, FL, IL, NC, OK, TX)

*Modern Human Physiology*, Cornett and Grat. Holt, 1982. (FL, NC, OK, TX)

*Modern Physics*, 5th ed., Williams et al. Holt, 1984. (AAP, CA, FL, IL, NC, OK, TX)

*Physics: Principles and Problems*, 4th ed., Murphy et al. Merrill, 1986. (CA, FL, NC, OK, TX)

*Prentice-Hall Biology*, 3rd ed., Gottfried. Prentice-Hall, 1986. (FL, NC, OK)

*Prentice-Hall Physical Science*, 3rd ed., Appenbrink et al. Prentice-Hall, 1986. (FL, NC, TX)

*Scott Foresman Biology I*, Slesnick et al. Addison-Wesley, 1984. (AAP, NC, OK, TX)

## Social Studies

*America: The Glorious Republic*, Gruff. Houghton Mifflin, 1985. (AAP, FL, OK, OR, TX)

*American Government: Principles and Practices*, Turner et al. Merrill, 1983. (AAP, FL, NC, OK, OR)

*American Government Today*, Lewinski. Scott, Foresman, 1982. (AAP, NC, OK)

<i>Economics: Principles and Practices</i> , 4th ed., Clayton and Brown. Merrill.	(AAP, FL, OK, OR)	<i>Sociology: The Study of Human Relationships</i> , 3rd ed., Thomas et al. Harcourt Brace Jovanovich, 1982.	(FL, IL, NC, OK, TX)
<i>Economics: The Science of Cost, Benefit, and Choice</i> , 1st ed., Wilson and Clark. South-Western, 1984.	(AAP, FL, OK, OR)	<i>Sociology: Understanding Society</i> , 2nd ed., Rose et al. Prentice-Hall, 1984.	(CA, FL, OK, TX)
<i>Essentials of Economics and Free Enterprise</i> , 1st ed., Hodgetts and Smart. Addison-Wesley, 1982.	(AAP, FL, OK, TX)	<i>The American Economy: Analysis, Issues, Principles</i> , 2nd ed., Sampson and Marienhoff. Houghton Mifflin, 1986.	(AAP, FL, OK)
<i>Free Enterprise: The American Economic System</i> , Smith et al. Laidlaw, 1984.	(AAP, FL, NC, OK, TX)	<i>The Human Experience: A World History</i> , 1st ed., Farah et al. Merrill, 1985.	(AAP, FL, OK, OR)
<i>History and Life: The World and Its People</i> , Wallbank et al. Scott, Foresman, 1984.	(AAP, CA, FL, NC, OK, OR, TX)	<i>The United States: A History of the Republic</i> , 2nd ed., Davidson et al. Prentice-Hall, 1986.	(IL, NC, OK, OR)
<i>Invitation to Economics</i> , Walken and Glocker. Scott, Foresman, 1985.	(FL, IL, NC, OK, OR, TX)	<i>Understanding Psychology</i> , 3rd ed., Hassett et al. Random House, 1981.	(AAP, CA, FL, NC, OK)
<i>Invitation to Psychology</i> , 1st ed., Regland and Saxon. Scott, Foresman, 1981.	(AAP, CA, FL, NC, OK, TX)	<i>United States History</i> , Presidential ed., Ahlquist et al. Addison-Wesley, 1986.	(FL, IL, OK, OR)
<i>Land of Promise: A History of the United States</i> , 1st ed., Berkin and Wood. Scott, Foresman, 1983.	(CA, FL, IL, NC, OK, OR, TX)	<i>World History: A Basic Approach</i> , Reich et al. Coronado, 1984.	(CA, FL, OK, OR, TX)
<i>Magruder's American Government</i> , 67th ed., McClenaghan. Allyn & Bacon, 1987.	(AAP, CA, FL, IL, NC, OK, OR, TX)	<i>World History: Patterns of Civilization</i> , 3rd ed., Beers. Prentice-Hall, 1986.	(AAP, FL, NC, OK, OR, TX)
<i>Our Economy: How It Works</i> , 2nd ed., Clawson. Addison-Wesley, 1984.	(AAP, FL, OK)	<h2>College Textbooks</h2>	
<i>Our Land, Our Time</i> , Conlin. Coronado, 1986.	(AAP, FL, IL, OK, OR, TX)	<h3>Art</h3>	
<i>People and Nations: A World History</i> , 4th ed., Mazour et al. Harcourt Brace Jovanovich, 1983.	(AAP, CA, FL, OK, OR, TX)	Gardner, Helen. <i>Art Through the Ages</i> , 7th ed. Harcourt Brace Jovanovich, 1980.	(AP, NYT1)
<i>People and Our World: A Study of World History</i> , 3rd ed., Kownslar and Smart. Holt, Rinehart & Winston, 1984.	(AAP, CA, FL, NC, OK, TX)	Hartt, Frederick. <i>Art: A History of Painting, Sculpture, Architecture</i> . Prentice-Hall, 1977.	(AP)
<i>Psychology: Exploring Behavior</i> , 1st ed., Kasschau. Prentice-Hall, 1980.	(AAP, CA, FL, NC, OK, TX)	Janson, H. W. <i>History of Art</i> . Prentice-Hall, 1977.	(AP, NYT1)
<i>Psychology: Its Principles and Applications</i> , 7th ed., Engle and Snellgrove. Harcourt Brace Jovanovich, 1979.	(AAP, FL, IL, OK, TX)	<h3>Biology</h3>	
<i>Rise of the American Nation</i> , Liberty ed., Todd and Curtis. Harcourt Brace Jovanovich, 1982.	(AAP, IL, NC, OK, OR)	Arms and Camp. <i>Biology</i> . Saunders College, 1987.	(AP)
		Atlas. <i>Basic and Practical Microbiology</i> . Macmillan, 1986.	(MAC)
		Atlas. <i>Microbiology: Fundamentals and Applications</i> . Macmillan.	(MAC)

Audesirk. *Biology: Life on Earth*. Macmillan, 1986. (MAC)

Baker and Allen. *Study of Biology*. Addison-Wesley, 1982. (AP)

Curtis, Helena. *Biology*, 4th ed. Worth, 1983. (AP, CLEP, NYT1)

Guttman and Hopkins. *Understanding Biology*. Harcourt Brace Jovanovich, 1983. (AP)

Johnson, Leland G. *Biology*. W. C. Brown, 1983. (AP, CLEP)

Keeton, William T., and James Gould. *Biological Science*, 4th ed. W. W. Norton, 1986. (AP, CLEP, NYT1)

Kimball. *Biology*. Addison-Wesley, 1983. (AP)

Purves, William K., and Gordon H. Orians. *Life: The Science of Biology*. Sinauer Associates, 1983. (AP, CLEP)

Strickberger. *Genetics*, 3rd ed. Macmillan, 1985. (MAC)

Villee et al. *Biology*. Saunders College, 1985. (AP)

Weisz and Keogh. *Science of Biology*. McGraw-Hill, 1982. (AP)

Wistreich and Lechtman. *Microbiology*, 4th ed. Macmillan, 1980. (MAC)

## Business and Economics

Fess, et al. *Accounting Principles*, 13th ed. South-Western, 1981. (CLEP, NYT1)

Meigs, Walter B., and Robert F. Meigs. *Accounting: The Basis for Business Decisions*, 5th ed. McGraw-Hill, 1980. (CLEP)

Pyle, William, et al. *Fundamental Accounting Principles*, 9th ed. Richard D. Irwin, 1981. (CLEP)

## Chemistry

Brady, James E., and Gerald E. Humiston. *General Chemistry: Principles and Structure*, 4th ed. John Wiley & Sons, 1986. (AP, CLEP)

Brown, Theodore L., and H. E. Lemay. *Chemistry: The Central Science*, 3rd ed. Prentice-Hall, 1985. (AP, CLEP)

Dickerson, et al. *Chemical Principals*. Benjamin-Cummings, 1984. (AP)

Sienko and Plane. *Chemistry: Principles and Applications*. McGraw-Hill, 1979. (AP)

Waser, et al. *Chem One*. McGraw-Hill, 1980. (AP)

## Economics

McConnell, Campbell R. *Economics: Principles, Problems, and Policies*, 10th ed. McGraw Hill, 1963. (NYT1)

Samuelson, Paul, and William Nordhaus. *Economics*, 12th ed. McGraw-Hill, 1948. (NYT1)

## English

Abrams, M. H., et al., eds., *The Norton Anthology of English Literature* (2 vols), 4th ed. W. W. Norton, 1979. (CLEP)

Bradley, Edward Sculley, et al., eds., *The American Tradition in Literature* (2 vols). Random House, 1981. (CLEP)

Hodges, John C., and Mary E. Whitten. *Harbrace College Handbook*. Harcourt Brace Jovanovich, 1941. (CLEP, NYT1)

MacCrimmon, James M. *Writing With a Purpose*, 7th ed. Houghton Mifflin, 1980. (AP, NYT1)

Strunk, William S., Jr., and E. B. White. *The Elements of Style*, 3rd ed. Macmillan, 1979. (CLEP)

Turabian, Kate L. *A Manual for Writers of Term Papers, Theses, and Dissertations*, 5th ed. University of Chicago Press, 1987. (NYT1)

## Government

Aldrich, et al. *American Government: People, Institutions, and Policies*. Houghton Mifflin, 1986. (AP)

Almond and Powell. *Comparative Politics Today*. Little, Brown, 1984. (AP)

Andrain. *Foundations of Comparative Politics: A Policy Perspective*. Brooks/Cole, 1983. (AP)

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Anonymous (CL13, CLP3, H., NAL)  
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*Green Knight* (NAL)

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NE, NEH, NEH2)

*The Song of Roland* (NAL)

Adamson, Joy (CSBE)  
*Born Free* (CSBE)

Aeschylus (H, IN, PP)  
*Agamemnon* (IN)  
*Prometheus* (NAEP, PP)

Aesop (ATBS, H, NAEP)  
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Agee, James (ALA, CSBE, IN,  
MA, NEH2, X)  
*A Death in the Family* (ALA, CSBE, IN, MA, NEH2,  
X)

Agee, James, and (ALA, X)  
Walker Evans  
*Let Us Now Praise* (ALA)  
*Famous Men*

Albee, Edward (ALA, IN, X)  
*The Zoo Story* (ALA, IN, X)  
*The American Dream* (IN)  
*Who's Afraid of* (IN, X)  
*Virginia Woolf*

Alcott, Louisa May (CSBE, H, IN, NEH2, PP, X)  
*Little Women* (CSBE, H, NEH2, PP, X)

Allen, Frederick Lewis (MA)  
*Only Yesterday* (MA)

Anaya, Rudolfo (EAC)  
*Bless Me, Ultima* (EAC)

Andersen, Hans (ATBS, H)  
Christian  
*Fairy Tales* (ATBS)

Anderson, Jessica (MA)  
*Tirra Lirra by* (MA)  
*the River*

Anderson, Laurie (NYT2)



Anderson, Marian	(MA)
<i>My Lord, What a Morning</i>	(MA)
Anderson, Sherwood	(CSBE, IN, NEH2, X)
<i>Winesburg, Ohio</i>	(CSBE, IN, NEH2, X)
"The Man Who Became A Woman"	(IN)
Angell, Roger	(MA)
<i>The Summer Game</i>	(MA)
Angelou, Maya	(CSBE, IN, MA, SS, YA)
<i>I Know Why the Caged Bird Sings</i>	(CSBE, IN, MA, SS, YA)
Anson, Robert	(YA)
<i>Best Intentions: The Education and Killing of Edmund Perry</i>	(YA)
Anthony, Piers	(SS, YA)
<i>Vale of the Vole</i>	(SS, YA)
Archer, Jeffrey	(SS, YA)
<i>Kane and Abel</i>	(SS, YA)
Aristophanes	(ALA, H, IL, IN, NAL)
<i>Lysistrata</i>	(ALA, IN, NAL)
Aristotle	(H, IN, NAEP, NEH)
<i>Politics</i>	(NEH)
Arnold, Matthew	(RHL)
<i>Dover Beach</i>	
Asimov, Issac	(CSBE, IN, MA, NCTE, SS, YA, X)
<i>The Currents of Space</i>	(CSBE)
<i>Foundation Trilogy</i>	(IN, MA)
<i>Fantastic Voyage</i>	(IN, X)
<i>Mutants</i>	(CSBE)
Atwood, Margaret	(YA)
<i>The Handmaid's Tale</i>	(YA)
Auden, W. H.	(CP2, CSBE, IN, MA, NE, PP, RHL)
"Musee des Beaux Arts"	(RHL)
"The Unknown Citizen"	(CSBE)
Aurelius, Marcus	(CSBE)
<i>Meditations</i>	(CSBE)
Austen, Jane	(ALA, APR, CLC2, CLM, CLP3, CSBE, GN, H, IN, MA, NAEP, NAL, NCTE, NF, NEH, NEH2, PP, X)
<i>Emma</i>	(IN, PP, X)
<i>Pride and Prejudice</i>	(C, CLC2, CLI3, CLP3, CSBE, H, MA, NAEP, NAL, NCTE, NEH, NEH2, PP)
<i>Sense and Sensibility</i>	(PP)

Azucla, Mariano	(IN, NAL)
<i>The Underdogs</i>	(IN, NAL)
Bach, Richard	(X)
<i>Jonathan Livingston Seagull</i>	(X)
Bagnold, Enid	(NEH2)
<i>National Velvet</i>	(NEH2)
Baker, Carlos	(MA)
<i>Ernest Hemingway: A Life Story</i>	(MA)
Baldwin, James	(ALA, BS, IL, IN, MA, NEH2, PP, RHL, X)
<i>Another Country</i>	(BS)
<i>If Beale Street Could Talk</i>	(ALA)
<i>Go Tell It on the Mountain</i>	(IN, MA, NEH2, X)
<i>The Fire Next Time</i>	(IL, PP)
Ballou, Robert O.	(ALA)
<i>The Portable World Bible</i>	(ALA)
Bartlett, John	(ATBS)
<i>Familiar Quotations</i>	(ATBS)
Beckett, Samuel	(ALA, CSBE, IN, MA, NEH2, PP, X)
<i>Act Without Words: A Mime for Two Players</i>	(CSBE)
<i>Waiting for Godot</i>	(ALA, CSBE, IN, MA, NEH2, PP, X)
Bell, Ruth, et al.	(ALA)
<i>Changing Bodies, Changing Lives: A Book for Teens on Sex and Relationships</i>	(ALA)
Bellamy, Edward	(ALA, IN, X)
<i>Looking Backward: 2000-1887</i>	(X)
Bellow, Saul	(ALA, IL, IN, MA, X)
<i>Henderson the Rain King</i>	(IL, MA)
<i>The Adventures of Augie March</i>	(X)
Benedict, Ruth	(ALA)
<i>Patterns of Culture</i>	(ALA)
Benet, Stephen Vincent	(CSBE, X)
<i>The Devil and Daniel Webster</i>	(CSBE, X)
<i>John Brown's Body</i>	(CSBE)
Bennett, Lerone, Jr.	(ALA)
<i>Before the Mayflower: A History of Black America</i>	(ALA)

Bernstein, Carl, and Bob Woodward <i>All the President's Men</i> <i>The Final Days</i>	(BS, X) (BS, X) (BS)
Bernstein, Leonard <i>The Joy of Music</i>	(ALA) (ALA)
Bishop, Elizabeth "The Fish"	(IN, RHL)
Blake, William <i>Songs of Innocence</i> <i>Songs of Experience</i>	(CP2, CSBE, H, IN, NAEP, NE, PP, RHL) (CSBE, PP) (CSBE, PP)
Blume, Judy <i>Are You There, God?</i> <i>It's Me, Margaret</i>	(IN, SS, X, YA) (X)
Bolt, Robert <i>A Man for All Seasons</i>	(CLC3, CSBE, IN, NEH2) (CLC3, IN, NEH2)
Boorstin, Daniel <i>The Discoverers</i>	(CSBE, MA) (CSBE, MA)
Borges, Jorge Luis <i>Chess</i> <i>The Blind Man</i> <i>Labyrinths</i> <i>The Garden of the</i> <i>Forking Paths</i>	(IN, RHL) (RHL) (RHL) (IN) (RHL)
Borland, Hal <i>When the Legends Die</i>	(ALA, CLP3, IL, X) (ALA, CLP3, IL, X)
Boulle, Pierre <i>The Bridge Over the</i> <i>River Kwai</i>	(BS, CSBE, IN, NEH2) (NEH2)
Bouton, Jim <i>Ball Four Plus Ball Five</i>	(MA) (MA)
Bradbury, Ray <i>Dandelion Wine</i> <i>Fahrenheit 451</i> <i>Something Wicked This</i> <i>Way Comes</i> <i>The Martian Chronicles</i>	(ALA, CLM, CLP3, CSBE, GN, IN, MA, NCTE, NEH2, SS, X, YA) (IN, NEH2, X) (CLP3, IL, IN, MA, NEH2, X) (MA) (CSBE, IN, NEH2)
Bradstreet, Anne "To My Dear and Loving Husband"	(RHL) (RHL)
Brand, Stewart <i>The Next Whole Earth</i> <i>Catalog</i>	(ALA) (ALA)
Brecher, Edward M. <i>Licit and Illicit Drugs</i>	(ALA) (ALA)
Brin, David <i>The Postman</i>	(YA) (YA)

Brink, Carol <i>Caddie Woodlawn</i>	(X) (X)
Brinton, Crane <i>Ideas and Men: The</i> <i>Story of Western</i> <i>Thought</i>	(ALA) (ALA)
Bronowski, Jacob <i>The Ascent of Man</i>	(ALA) (ALA)
Brontë, Charlotte <i>Jane Eyre</i>	(ALA, CSBE, CLC3, CL13, CLP3, EBS, MA, NAL, NE, NEH2, PP) (ALA, CLC3, CL13, CLP3, CSBE, IL, MA, NE, NEH2, PP)
Brontë, Emily <i>Wuthering Heights</i>	(ALA, CLC3, CL13, CLM, CLP3, CSBE, EBS, H, MA, NAEP, NAL, NCTE, NE, NEH2, PP, RHL) (ALA, CLC2, CL13, CLP3, CSBE, EBS, H, IL, MA, NAEP, NAL, NCTE, NEH2, PP)
Brooks, Gwendolyn	(IN, RHL)
Brown, Charles Brockden	(NYT2)
Brown, Dee <i>Bury My Heart at</i> <i>Wounded Knee</i>	(ALA, CSBE, GN, MA, SS, X) (ALA, GN, MA, SS, X)
Brown, John	(SB)
Brown, Michael <i>Laying Waste: The</i> <i>Poisoning of America</i> <i>by Toxic Chemicals</i>	(ALA) (ALA)
Browning, Elizabeth Barrett "Sonnets from the Portuguese"	(CSBE, H) (CSBE)
Browning, Robert <i>Complete Poetical Works</i> <i>My Last Duchess</i>	(CP1, CSBE, H, IN, NE, NEH2, PP, RHL) (PP) (RHL)
Bryant, William Cullen <i>Thanatopsis</i> <i>To a Waterfowl</i>	(CSBE) (CSBE) (CSBE)
Buck, Pearl S. <i>The Good Earth</i>	(ALA, BS, CSBE, IN, NEH2) (ALA, BS, CSBE, IN, NEH2)
Bullock, Alan <i>Hitler, A Study in</i> <i>Tyranny</i>	(MA, X) (MA, X)
Bulwer Lytton, Edward <i>The Last Days of</i> <i>Pompeii</i>	(ATBS) (ATBS)

Burgess, Anthony	(MA, X)	<i>The Professor's House</i>	(CSBE)
<i>A Clockwork Orange</i>	(MA, X)	<i>O Pioneers!</i>	(CSBE, NAEP, X)
Burns, Robert	(CSBE, EBS, H, IN, PP, RHL)	<i>Death Comes for the Archbishop</i>	(CSBE, NAEP, NEH2)
<i>Poetical Works of Burns</i>	(CSBE)		
"A Red, Red Rose"	(RHL)	Catton, Bruce	(CSBE, SS, X)
Butler, Samuel	(NEH2)	<i>A Stillness at Appomattox</i>	(CSBE, X)
<i>The Way of All Flesh</i>	(NEH2)		
Byron, Lord	(H, IN, NAEP, NE, PP, RHL)	Ceram, C. W.	(ALA)
<i>Poetical Works of Byron</i>	(PP)	<i>Gods, Graves, and Scholars: The Story of Archaeology</i>	(ALA)
Camus, Albert	(ALA, BS, CLC3, CLP3, CSBE, IN, NEH2, X)	Cervantes, Miguel de	(ALA, APR, CSBE, H, IN, NAEP, NAL, NEH2, PP, X)
<i>The Plague</i>	(ALA, NEH2, X)	<i>Don Quixote</i>	(ALA, IN, NAEP, NAL, NEH2, PP, X)
<i>The Stranger</i>	(ALA, BS, CLC3, CLP3, CSBE, IN, NEH2, X)		
Canaday, John	(ALA)	Chandler, Raymond	(IN, MA)
<i>Mainstreams of Modern Art</i>	(ALA)	<i>Farewell, My Lovely</i>	(IN)
		<i>The Big Sleep</i>	(MA)
Capote, Truman	(BS, CSBE, IN, MA, SS, X, YA)	Charriere, Henri	(BS)
<i>A Christmas Memory</i>	(CSBE)	<i>Papillon</i>	(BS)
<i>Breakfast at Tiffany's</i>	(IN, X)	Chaucer, Geoffrey	(CLC3, CL13, CLP3, CSBE, H, IL, IN, NAEP, NE, NEH, PP)
<i>In Cold Blood</i>	(BS, IN)	<i>The Canterbury Tales</i>	(CLC3, CL13, CLP3, CSBE, H, NAEP, NEH, PP)
Capra, Fritjof	(MA)		
<i>The Tao of Physics</i>	(MA)	Cheever, John	(CSBE, MA, NCTE, X)
Caras, Roger	(MA)	<i>The Stories of John Cheever</i>	(CSBE, MA, NCTE)
<i>The Forest</i>	(MA)	<i>The Wapshot Chronicle</i>	(MA)
Card, Orson Scott	(YA)	<i>The World of Apples</i>	(NCTE)
<i>Ender's Game</i>	(YA)	<i>Bullet Park</i>	(X)
Carnegie, Dale	(BS)	Chekhov, Anton	(ALA, CP2, CSBE, H, IL, IN, NAL, NEH2, RHL, X)
<i>How to Win Friends and Influence People</i>	(BS)	<i>The Cherry Orchard</i>	(ALA, CSBE, IN, NEH2, X)
<i>How to Stop Worrying and Start Living</i>	(BS)	<i>The Sea Gull</i>	(CSBE)
Carroll, Lewis	(CSBE, EBS, H, IN, NEH2, PP, RHL)	Chin, Frank	(EAC)
<i>Alice's Adventures in Wonderland</i>	(CSBE, EBS, H, IN, NAEP, NEH2)	Chopin, Kate	(MA, NEH2)
<i>Jabberwocky</i>	(RHL)	<i>The Awakening</i>	(MA, NEH2)
Carson, Rachel	(CSBE, MA)	Christie, Agatha	(CLP3, H, IN, MA, SS, X, YA)
<i>Ebb Tide</i>	(MA)	<i>And Then There Were None</i>	(IN, X)
<i>Silent Spring</i>	(CSBE, MA)	<i>Murder on the Orient Express</i>	(CLP3, IN, X)
<i>The Sea Around Us</i>	(CSBE, MA)	<i>Evil Under the Sun</i>	(X)
<i>Under the Sea Wind</i>	(CSBE)		
Cary, Joyce	(MA)	Churchill, Winston	(BS)
<i>The Horse's Mouth</i>	(MA)	<i>Closing the Ring</i>	(BS)
Cather, Willa	(ALA, CLC3, CLP3, CSBE, H, IL, IN, NAEP, NEH2, X)	<i>Grand Alliance</i>	(BS)
<i>My Antonia</i>	(ALA, CLC3, CLP3, CSBE, IN, NAEP, NEH2, X)	<i>Hinge of Fate</i>	(BS)
		<i>The Crisis</i>	(BS)
		<i>Their Finest Hour</i>	(BS)
		<i>Triumph and Tragedy</i>	(BS)

Churchill, Winston	(CSBE)	Covelli, Pat	(ALA)
Speeches		<i>Borrowing Time:</i>	(ALA)
Chute, Marchette	(CSBE, MA)	<i>Growing Up with</i>	
<i>Shakespeare of London</i>	(CSBE, MA)	<i>Juvenile Diabetes</i>	
Ciardi, John, and	(ALA)	Cowles, Virginia	(CSBE)
Miller Williams		<i>The Last Tsar</i>	(CSBE)
<i>How Does a Poem Mean</i>	(ALA)	Crane, Stephen	(ALA, BS, CLC2, CLJ2, CLP2, CP1, CSBE, IL, NAL, NCTE, NE, NEH2, PP, X)
Clark, Ann M.	(CSBE)	<i>The Red Badge of</i>	(ALA, BS, CLC2, CLJ2, CLP2, CSBE, H, IL, NAEP, NAL, NEH2, PP, X)
<i>Secret of the Andes</i>	(CSBE)	<i>Courage</i>	(IN)
Clark, Kenneth	(ALA, CSBE)	<i>The Blue Hotel</i>	(CSBE)
<i>Civilisation</i>	(ALA)	<i>The Open Boat</i>	
Clark, Walter Van Tilburg	(CSBE, IL, NAL, NEH2)	Crawford, Alan	(ALA)
<i>The Ox-Bow Incident</i>	(CSBE, IL, NAL, NEH2)	<i>Thunder on the Right:</i>	
Clarke, Arthur	(BS, IL, IN, MA, SS, X, YA)	<i>The "New Right"</i>	
<i>Childhood's End</i>	(IL, IN)	<i>and the Politics of</i>	
<i>2001: A Space Odyssey</i>	(BS, IL, MA, X)	<i>Resentment</i>	
Clarke, James M.	(CSBE)	Crevecoeur, Michel	(AP, PP)
<i>The Life and Adventures</i>	(CSBE)	Guillaume St. Jean de	
<i>of John Muir</i>		<i>Letters from an</i>	(AP, PP)
Clavell, James	(CSBE, IN, SS, X)	<i>American Farmer</i>	
<i>The Children's Story</i>	(CSBE)	<i>Sketches of Eighteenth</i>	(PP)
<i>Shogun</i>	(IN, X)	<i>Century America,</i>	
Coleridge, Samuel T.	(CP2, CSBE, H, IN, NE, PP, RHL)	<i>Letter III</i>	
"Kubla Khan"	(CSBE, RHL)	<i>The Making of</i>	(PP)
"The Rime of the	(H)	<i>Americans</i>	
Ancient Mariner"		Crichton, Michael	(X)
Collins, Wilkie	(ALA, IN, NEH2, X)	<i>The Andromeda Strain</i>	(X)
<i>The Moonstone</i>	(NEH2, X)	Cullen, Countee	(IN, RHL, X)
Conrad, Joseph	(ALA, APR, CLJ3, CLM, CLP3, CP2, CSBE, GN, H, IN, NAEP, NAL, NCTE, NE, NEH2, PP, RHL, X)	"Incident"	(RHL)
<i>Lord Jim</i>	(ALA, NAL, NAEP, NE, NEH2, X)	cummings, e. e.	(CSBE, H, IN)
<i>Heart of Darkness</i>	(CLJ3, CLP3, CSBE, GN, IN, NAL, NAEP, NEH2, PP, X)	"Buffalo Bill's"	(RHL)
<i>The Secret Sharer</i>	(CSBE, IN, NAEP, NEH2)	"a man who had fallen	(CSBE)
<i>Typhoon</i>	(IN, NCTE)	among thieves"	
Cooper, James Fenimore	(ATBS, H, IN, NAL, NEH2, PP, X)	"anyone lived in a pretty	(RHL)
<i>The Last of the</i>	(ATBS, NAL, NEH2, PP, X)	how town"	
<i>Mohicans</i>		Curie, Eve	(MA, NEH2)
<i>The Pioneers</i>	(PP)	<i>Madame Curie</i>	(MA, NEH2)
<i>The Deerslayer</i>	(ATBS, NAL, NEH2, X)	Dante	(H, IN, NAEP, NAL, NEH2)
<i>The Spy</i>	(ATBS)	<i>The Inferno</i>	(H, NAL)
Cousteau, Jacques	(CSBE, MA)	<i>Divine Comedy</i>	(IN, NAEP, NEH2)
<i>The Silent World</i>	(CSBE, MA)	<i>Paradiso</i>	(NAL)
		<i>The Purgatorio</i>	(NAL)
		Dantzig, Tobias	(ALA)
		<i>Number, the Language</i>	(ALA)
		<i>of Science</i>	
		Darrow, Clarence	(CSBE, H)
		"Crime and Criminals"	(CSBE)
		speech	

Davies, Robertson <i>Fifth Business</i>	(MA) (MA)	Dickey, James <i>Deliverance</i>	(BS, CSBE, MA) (BS, CSBE, MA)
Davis, E. Adams <i>Of the Night Winds</i> <i>Telling: Legends from</i> <i>the Valley of Mexico</i>	(CSBE) (CSBE)	Dickinson, Emily <i>Poems of Emily</i> <i>Dickinson</i> "Because I Could Not Stop for Death" "I Heard a Fly Buzz When I Died" "A Narrow Fellow in the Grass"	(CSBE, H, IL, NAEP, NEH, NEH2, PP, RHL) (CSBE, NEH2) (RHL) (RHL) (RHL)
Davis, Nuel Pharr <i>Lawrence and</i> <i>Oppenheimer</i>	(MA) (MA)	Dickinson, John <i>Letters from a Farmer in</i> <i>Pennsylvania</i>	(AP)
Dear, William <i>The Dungeon Master</i>	(YA) (YA)	Dickson, Margaret <i>Maddy's Song</i>	(YA) (YA)
de Balzac, Honore <i>Le Pere Goriot</i>	(ALA, APR, H, IN, NEH2) (ALA, IN, NEH2)	Didion, Joan <i>A Book of Common</i> <i>Prayer</i>	(CSBE, MA, NYT2) (CSBE, MA)
de Beaumarchais, Pierre Augustin Caron <i>The Barber of Seville</i>	(IN) (IN)	Dillard, Annie <i>Pilgrim at Tinker Creek</i>	(MA) (MA)
Defoe, Daniel <i>Robinson Crusoe</i> <i>Moll Flanders</i>	(ATBS, CSBE, H, IN, NAL, NEH2, PP, X) (ATBS, CSBE, H, IN, NAL, NEH2, PP) (NAL, NEH2, X)	Dinesen, Isak <i>Out of Africa</i>	(MA, NEH2) (MA, NEH2)
Deford, Frank <i>Everybody's</i> <i>All-American</i>	(MA) (MA)	Doctorow, E. L. <i>Ragtime</i>	(BS) (BS)
DeLillo, Don	(NYT2)	Donne, John "A Valediction: Forbidding Mourning" "The Canonization"	(CP2, H, IN, NE, PP, RHL) (RHL) (RHL)
de Maupassant, Guy "The Jewels" <i>Stories</i>	(ATBS, RHL) (RHL) (ATBS)	Dostoyevski, Fyodor <i>Crime and Punishment</i> <i>The Brothers Karamazov</i>	(ALA, APR, CLC3, CSBE, IL, IN, MA, NAEP, NAL, NEH, NEH2, X) (ALA, CLC3, CSBE, IL, IN, MA, NAEP, NAL, NEH, NEH2, X) (CSBE, IN, NAEP, NAL, NEH2, X)
DeMille, Agnes <i>Dance to the Piper</i>	(MA) (MA)	Douglass, Frederick <i>Narrative of the Life of</i> <i>Frederick Douglass</i>	(CSBE, H, IN) (CSBE, H, IN)
de Pisan, Christine	(NYT2)	Doyle, A. Conan <i>The Adventures of</i> <i>Sherlock Holmes</i> <i>The Hound of the</i> <i>Baskervilles</i>	(ALA, CLC3, CLP3, CSBE, EBS, H, IN, NAL, NEH2, SS, YA) (EBS, H, IN, NEH2, PP) (ALA, CLC3, CLP3, CSBE, NAL)
Dickens, Charles <i>A Christmas Carol</i> <i>A Tale of Two Cities</i> <i>Bleak House</i> <i>David Copperfield</i> <i>Great Expectations</i> <i>Hard Times</i> <i>Oliver Twist</i> <i>Pickwick Papers</i>	(ALA, APR, CLC1, CLI1, CLP1, CSBE, EBS, H, IL, IN, MA, NAL, NAEP, NCTE, NEH, NEH2, PP, X) (CLP3, CSBE, EBS, H, NAEP, NEH2, X) (ALA, ATBS, CLC2, CLI3, CLP2, CSBE, NAEP, NAL, NEH, NEH2) (ALA, EBS, NEH2, X) (ALA, CSBE, EBS, H, IL, NAL, NEH2, PP) (ALA, CLC2, CLI3, CLP2, CSBE, H, IN, MA, NAL, NCTE, NEH, NEH2, PP, X) (CLC3, EBS, NEH2, X) (CLC3, CSBE, EBS, H, NAL, NEH2, PP) (X)	Drabble, Margaret <i>The Ice Age</i>	(MA) (MA)

Dreiser, Theodore	(ALA, CSBE, NAL, NEH2)	<i>Murder in the Cathedral</i>	(ALA, IN, MA, NEH2, X)
<i>An American Tragedy</i>	(ALA, NAL, NEH2)	<i>The Cocktail Party</i>	(MA)
<i>Sister Carrie</i>	(CSBE, NAL, NEH2)	"The Hollow Men"	(CSBE)
Dubois, W. E. B.	(CSBE, H, IN, NAL)	"The Love Song of J. Alfred Prufrock"	(NAEP)
<i>The Souls of Black Folk</i>	(CSBE, IN, NAL)	"The Waste Land"	(NAEP)
Dumas, Alexandre	(ALA, ATBS, CSBE, IN, NEH2, X)	<i>Tradition and the Individual Talent</i>	(essay) (PP)
<i>The Count of Monte Cristo</i>	(ALA, ATBS, CSBE, IN, NEH2)		
<i>The Three Musketeers</i>	(ATBS, CSBE, NEH2, X)		
Du Maurier, Daphne	(ALA, BS, CSBE, IN, MA, NEH2, X)	Ellison, Ralph	(ALA, APR, CSBE, H, IN, MA, NAEP, NEH2, PP, RHL, X)
<i>Hungry Hill</i>	(BS)	<i>Invisible Man</i>	(ALA, IN, MA, NAEP, NEH2, PP, RHL, X)
<i>My Cousin Rachel</i>	(BS)		
<i>Rebecca</i>	(ALA, BS, CSBE, IN, MA, NEH2, X)	Emerson, Ralph Waldo	(CP1, CSBE, EBS, H, IN, NEH, NEH2, PP, RHL)
<i>The King's General</i>	(BS)	<i>Essays and Poems</i>	(CSBE, EBS, NEH2)
<i>The Parasites</i>	(BS)	<i>Self-Reliance</i>	(CP1, CSBE, IN, PP)
Durant, Will	(ALA, BS)	<i>Nature</i>	(CP1, IN, PP)
<i>The Story of Philosophy</i>	(ALA, BS)	Erskine, John	(BS)
Durrell, Gerald	(MA)	<i>The Private Life of Helen of Troy</i>	(BS)
<i>The Bafut Beagles</i>	(MA)		
<i>My Family and Other Animals</i>	(MA)	Euripides	(CLP3, CSBE, H, IN)
Ebenstein, William, and Edwin Folgelman	(ALA)	<i>Medea</i>	(CLP3, CSBE, IN)
<i>Today's Isms: Communism, Fascism, Capitalism, Socialism</i>	(ALA)	Fante, John	(YA)
Edelman, Bernard (Ed.)	(YA)	<i>1933 Was a Bad Year</i>	(YA)
<i>Dear America</i>	(YA)	Faulkner, William	(ALA, APR, BS, CP1, CSBE, H, IL, IN, MA, NAEP, NE, NEH, NEH2, PP, RHL, X)
Edmonds, Walter	(MA, NEH2, X)	<i>A Rose for Emily</i>	(RHL)
<i>Drums Along the Mohawk</i>	(MA, NEH2, X)	<i>As I Lay Dying</i>	(NEH2, X)
Edwards, Jonathan	(CP1, H)	<i>Intruder in the Dust</i>	(CSBE, MA, NEH2)
Eiseley, Loren	(ALA, MA)	<i>Red Leaves</i>	(IN)
<i>Darwin's Century</i>	(ALA)	<i>Sanctuary</i>	(BS)
<i>The Immense Journey</i>	(MA)	<i>The Bear</i>	(IN, NE, RHL)
Eliot, George	(ALA, APR, CLI3, CLP3, EBS, H, IN, NAL, NCTE, NEH2, PP, X)	<i>The Sound and the Fury</i>	(ALA, IN, NEH2)
<i>Adam Bede</i>	(NEH2, PP, X)	<i>Absalom, Absalom!</i>	(NEH2)
<i>Middlemarch</i>	(NAL, NEH2, PP, X)		
<i>The Mill on the Floss</i>	(ALA, NAL, NEH2)	Ferber, Edna	(NEH2)
<i>Silas Marner</i>	(CLI3, CLP3, EBS, NAL, NCTE, NEH2, PP)	<i>Cimarron</i>	(NEH2)
Eliot, T. S.	(ALA, CSBE, H, IL, IN, MA, NAEP, NEH2, PP, RHL, X)	Fermi, Laura	(MA)
<i>Dante</i> (essay)	(PP)	<i>Atoms in the Family</i>	(MA)
"Journey of the Magi"	(RHL)	Fielding, Henry	(H, IN, NEH2, PP, X)
		<i>The Adventures of Joseph Andrews</i>	(IN, NEH2, X)
		<i>Tom Jones</i>	(NEH2, PP, X)
		Finnegan, William	(YA)
		<i>Crossing the Line: A Year in the Land of Apartheid</i>	(YA)



Finney, Jack	(ALA)
<i>Time and Again</i>	(ALA)
Fischer, Louis	(MA)
<i>The Life of Mahatma Gandhi</i>	(MA)
Fitzgerald, F. Scott	(ALA, APR, CL11, CLM, CLP1, CP1, CSBE, H, IN, NAEP, NE, NEH, NEH2, PP, X)
<i>The Great Gatsby</i>	(ALA, CLC1, CL11, CLP1, CSBE, H, IL, IN, NAEP, NE, NEH2, PP, X)
<i>Six Tales of the Jazz Age</i>	(PP)
<i>This Side of Paradise</i>	(X)
<i>The Last Tycoon</i>	(X)
Flaubert, Gustav	(ALA, ATBS, IN, MA, NAL, NEH2)
<i>Madame Bovary</i>	(ALA, ATBS, IN, MA, NAL, NEH2)
Follett, Ken	(SS, YA)
Forbes, Esther	(NEH2)
<i>Johnny Tremain</i>	(NEH2)
Forester, C. S.	(MA, NEH2)
<i>Horatio Hornblower series</i>	(MA, NEH2)
<i>The African Queen</i>	(NEH2)
Forster, E. M.	(ALA, CSBE, IN, NEH2, RHL, X)
<i>A Passage to India</i>	(ALA, CSBE, IN, NEH2, X)
Forsyth, Frederick	(BS, IN, MA, X)
<i>The Day of the Jackal</i>	(BS, IN, MA, X)
<i>The Odessa File</i>	(BS)
Fowler, Robert	(CSBE)
Fowles, John	(BS, MA)
<i>The French Lieutenant's Woman</i>	(BS, MA)
<i>The Magus</i>	(MA)
Francis, Clare	(CSBE)
<i>Woman Alone: Sailing Solo Across the Atlantic</i>	(CSBE)
Frank, Anne	(BS, CLC3, CL13, CSBE, IN, MA, NEH2, SS, YA)
<i>The Diary of a Young Girl</i>	(BS, CLC3, CL13, CLP2, CSBE, IN, MA, NEH2, SS, YA)
Franklin, Benjamin	(ALA, CP1, CSBE, H, GN, IN, NAEP, NE, NEH2, PP, X)
<i>Autobiography</i>	(ALA, CSBE, GN, IN, NEH2, PP, X)

<i>Plantations in America</i>	(PP)
"Proposals Relating to the Education of Youth in Pennsylvania" in <i>Three Thousand Years of Educational Wisdom</i> , Robert Ulich, ed.	(PP)
Fraser, Antonia	(MA)
<i>Mary, Queen of Scots</i>	(MA)
Freeling, Nicolas	(MA)
Friedan, Betty	(ALA, H)
<i>The Feminine Mystique</i>	(ALA)
Frost, Robert	(CP1, CSBE, H, IL, IN, NAEP, NEH, NEH2, PP, RHL)
"The Death of the Hired Man"	(CSBE)
"The Road Not Taken"	(CSBE, RHL)
"Stopping by Woods on a Snowy Evening"	(RHL)
"Mending Wall"	(RHL)
Fuentes, Carlos	(CSBE)
<i>The Good Conscience</i>	(CSBE)
Fuller, Iola	(ALA)
<i>The I oon Feather</i>	(ALA)
Gaines, Ernest	(CSBE, X)
<i>The Autobiography of Miss Jane Pittman</i>	(CSBE, X)
Galarza, Ernesto	(CSBE)
<i>Merchants of Fear</i>	(CSBE)
<i>Spiders in the House</i>	(CSBE)
Galbraith, John Kenneth	(ALA)
<i>The New Industrial State</i>	(ALA)
Gallwey, W. Timothy	(MA)
<i>The Inner Game of Tennis</i>	(MA)
Galsworthy, John	(ALA, IN, NEH2, X)
<i>The Forsyte Saga</i>	(ALA, IN, NEH2)
<i>The Man of Property</i>	(X)
Gammmons, Peter	(MA)
<i>Beyond the Sixth Game</i>	(MA)
Gamow, George	(ALA, CSBE)
<i>A Planet Called Earth</i>	(CSBE)
<i>One, Two, Three, Infinity: Facts and Speculations of Science</i>	(ALA)
Garcia Marquez, Gabriel	(IN)
<i>One Hundred Years of Solitude</i>	(IN)

Gardner, John C.	(ALA, X)	Grass, Gunter	(ALA)
<i>In the Suicide Mountains</i>	(X)	<i>The Tin Drum</i>	(ALA)
<i>October Light</i>	(X)		
Genovese, Eugene D.	(MA)	Graves, Robert	(MA, NEH2)
<i>Roll, Jordan, Roll</i>	(MA)	<i>The Greek Myths</i>	(MA)
		<i>I, Claudius</i>	(MA, NEH2)
George, Jean	(CSBE)	Green, Hannah	(IL, X)
<i>The Talking Earth</i>	(CSBE)	<i>I Never Promised You a</i>	(ALA, BS, CSBE, IL, X)
		<i>Rose Garden</i>	
Gibran, Kahlil	(BS)	Greenbaum, Dorothy	(YA)
<i>The Prophet</i>	(BS)	<i>Lovestrong</i>	(YA)
Gibson, William	(CLC3, CLI3, CLM, CLP2,	Greenberg, Joanne	(ALA, BS, CSBE, IN, NCTE,
	CSBE, IN)		YA)
<i>The Miracle Worker</i>	(CLC3, CLI3,	<i>The Far Side of Victory</i>	(YA)
	CLP2, CSBE, IN)	<i>Simple Gifts</i>	(YA)
Gide, Andre	(IN)	Greene, Bette	(CSBE, X)
<i>The Counterfeiters</i>	(IN)	<i>Summer of My German</i>	
		<i>Soldier</i>	(CSBE, X)
Giedion, Sigfried	(ALA)	Greene, Graham	(CLC3, CSBE, IN, MA, X)
<i>Space, Time, and</i>	(ALA)	<i>A Burnt-Out Case</i>	(X)
<i>Architecture: The</i>		<i>The Heart of the Matter</i>	(X)
<i>Growth of a New</i>		<i>The Power and the Glory</i>	(CLC3, CSBE, MA)
<i>Tradition</i>			
Gingher, Marianne	(YA)	Grierson, John	(CSBE)
<i>Bobby Rex's Greatest</i>		<i>I Remember Lindbergh</i>	(CSBE)
<i>Hit</i>	(YA)		
Giovanni, Nikki	(SS, YA)	Griffin, John H.	(BS, IL, NEH2)
<i>Gemini</i>		<i>Black Like Me</i>	(BS, IL, NEH2)
Glasgow, Ellen	(ALA)	Grisso, Walker Dixon	(CSBE)
<i>Vein of Iron</i>	(ALA)	<i>From Where the Sun</i>	(CSBE)
		<i>Now Stands: Addresses</i>	
Godwin, Gail	(MA)	<i>by a Posse of Famous</i>	
<i>The Odd Woman</i>	(MA)	<i>Western Speakers</i>	
<i>The Finishing School</i>	(MA)		
Goethe, Johann	(NAL)	Guareschi, Giovanni	(ALA, CSBE)
Wolfgang von		<i>The Little World of Don</i>	(ALA, CSBE)
<i>The Sorrows of Young</i>	(NAL)	<i>Camillo</i>	
<i>Werther</i>			
Gogol, Nikolai	(CSBE, IN, NAL)	Gunther, John	(MA)
<i>The Diary of a Madman</i>	(NAL)	<i>Death Be Not Proud</i>	(MA)
<i>The Overcoat</i>	(CSBE, IN)		
Golding, William	(BS, CSBE, IN, NAEP, NEH2,	Guthrie, A. B.	(CSBE, MA, NEH2, X)
	X)	<i>The Big Sky</i>	(CSBE, NEH2, X)
<i>Lord of the Flies</i>	(ALA, BS, CLC1, CLI1, CLP1,	<i>The Way West</i>	(MA)
	CSBE, IL, NAEP, NEH2, X)		
Goldwater, Barry	(BS)	Haley, Alex	(CSBE, MA)
<i>The Conscience of a</i>	(BS)	<i>Roots</i>	(MA)
<i>Conservative</i>			
Gordimer, Nadine	(MA)	Hamilton, Edith	(ALA, BS, CLC3, CLP3, IN,
			MA, NAL)
Gorky, Maxim	(ALA)	<i>Mythology</i>	(ALA, BS, CLC3, CLP3, IN,
<i>The Lower Depths</i>	(ALA)		MA, NAL)
		Hammett, Dashiell	(CSBE, IN, MA, X)
		<i>The Maltese Falcon</i>	(CSBE, IN, X)
		<i>The Thin Man</i>	(MA)

Hansberry, Lorraine	(ALA, CLC3, CLI3, CLM, CLP3, IN, MA, NEH2)
<i>A Raisin in the Sun</i>	(ALA, CLC3, CLI3, CLP3, IN, NEH2)
<i>Nothing But a Man</i>	(MA)
Harding, Vincent	(ALA)
<i>There Is a River: The Black Struggle for Freedom in America</i>	(ALA)
Harjo, Joy	(FAC)
Hardy, Thomas	(ALA, CLC3, CLI3, CLM, CLP3, CP2, CSBE, EBS, IN, MA, NAEP, NAL, NE, NEH2, PP, RHL, X)
<i>Complete Poems</i>	(IN, PP)
<i>Far from the Madding Crowd</i>	(ALA, NAL, NEH2)
<i>Jude the Obscure</i>	(NEH2)
<i>The Mayor of Casterbridge</i>	(CSBE, IN, NAL, NAEP, NE, NEH2)
<i>The Return of the Native</i>	(ALA, CLP3, CSBE, NAEP, NAL, NEH2)
<i>Tess of the D'Urbervilles</i>	(CLC3, CLI3, CLP3, CSBE, GN, IN, MA, NAL, NAEP, NEH2, X)
Harrington, Michael	(ALA)
<i>The Other America</i>	(ALA)
Harris, Thomas	(BS)
<i>I'm O.K., You're O.K.: A Practical Guide to Transactional Analysis</i>	(BS)
Harte, Bret	(H)
<i>The Outcasts of Poker Flat</i>	
Hawthorne, Nathaniel	(ALA, APR, CLC1, CLI1, CLP1, CP1, CSBE, EBS, GN, H, IN, NAEP, NAL, NE, NEH, NEH2, PP, RHL, X)
<i>The House of the Seven Gables</i>	(ATBS, NEH2)
<i>The Scarlet Letter</i>	(ALA, CLC1, CLI1, CLP1, CP1, CSBE, EBS, GN, H, IL, IN, NAEP, NE, NEH, NEH2, PP, X)
<i>Twice-Told Tales</i>	(PP)
<i>The Birthmark</i>	(IN)
Hayden, Torey L.	(ALA)
<i>One Child</i>	(ALA)
Heilbroner, Robert	(ALA, BS)
<i>The Worldly Philosophers</i>	(ALA, BS)
Heinlein, Robert	(IN, SS, YA)
<i>Stranger in a Strange Land</i>	(IN, SS, YA)

Heller, Joseph	(ALA, BS, CSBE, H, IN, MA, NCTE, X)
<i>Catch 22</i>	(BS, CSBE, MA, X)
<i>Something Happened</i>	(NCTE)
Hellman, Lillian	(CSBE, MA, X)
<i>The Little Foxes</i>	(CSBE)
<i>Pentimento: A Book of Portraits</i>	(MA)
Hemingway, Ernest	(ALA, APR, BS, CLC1, CLC3, CLP1, CP1, CSBE, H, IL, IN, MA, NAEP, NCTE, NEH2, PP, RHL, X)
<i>A Farewell to Arms</i>	(ALA, CLC3, CLP3, CSBE, GN, NEH2, PP)
<i>For Whom the Bell Tolls</i>	(ALA, BS, CSBE, IN, NAEP, NEH2, PP, X)
<i>The Killers</i>	(CSBE, IN, NAEP)
<i>The Old Man and the Sea</i>	(ALA, CLC2, CLI3, CLP2, CSBE, IL, IN, MA, NAEP, NEH2, PP)
<i>The Short Happy Life of Francis Macomber</i>	(NAEP, RHL)
<i>The Snows of Kilimanjaro</i>	(NAEP)
<i>The Sun Also Rises</i>	(ALA, CLC3, CSBE, H, NAEP, NEH2, X)
Henry, O.	(NEH2)
<i>Stories</i>	(NEH2)
Henry, Patrick	(H, NAEP)
<i>Speech in Virginia Convention, Richmond</i>	(NAEP)
Henry, Will (Chief Joseph)	(CSBE)
<i>From Where the Sun Now Stands</i>	(CSBE)
Hentoff, Nat	(ALA)
<i>The First Freedom: The Tumultuous History of Free Speech in America</i>	(ALA)
Herbert, Frank	(ALA, CSBE, SS, YA)
<i>The Dune Trilogy</i>	(ALA, CSBE, SS, YA)
Herr, Michael	(CSBE, MA)
<i>Dispatches</i>	(CSBE, MA)
Hersey, John	(ALA, BS, CSBE, MA, NEH2, X)
<i>A Bell for Adano</i>	(ALA, NEH2)
<i>Hiroshima</i>	(BS, CSBE, MA, NEH2)
<i>A Single Pebble</i>	(ALA, NEH2, X)
Hesse, Hermann	(ALA, CLC3, CSBE, IN, MA, NCTE, NEH2, X)
<i>Siddhartha</i>	(ALA, CLC3, CSBE, IL, IN, NCTE, NEH2, X)
<i>Steppenwolf</i>	(ALA, MA, NEH2, X)
<i>Demian</i>	(NCTE, NEH2)

Heyerdahl, Thor	(BS, MA, NEH2)
<i>The Art of Easter Island</i>	(MA)
<i>Kon-Tiki</i>	(BS, NEH2)
Higgins, Jack	(SS, X, YA)
<i>The Night of the Fox</i>	(SS, YA)
<i>The Eagle Has Landed</i>	(X)
Hilton, James	(MA, NEH2)
<i>Lost Horizon</i>	(MA, NEH2)
<i>Good-bye, Mr. Chips</i>	(NEH2)
Hoffer, Eric	(ALA)
<i>The True Believer</i>	(ALA)
Hofstadter, Douglas R.	(ALA)
<i>Godel, Escher, Bach: An</i>	(ALA)
<i>Eternal Golden Braid</i>	
Hofstadter, Richard	(ALA)
<i>The American Political</i>	(ALA)
<i>Tradition and the Men</i>	
<i>Who Made It</i>	
Holmes, Oliver	(CSBE, H)
Wendell, Sr.	
Homer	(ALA, CLC2, CLI1, CLM,
	CLP3, CSBE, H, IN, NAEP,
	NAL, NE, NEH, NEH2)
<i>The Iliad</i>	(CSBE, IN, NAEP, NAL,
	NEH, NEH2)
<i>The Odyssey</i>	(ALA, CLC2, CLI1, CLP3,
	CSBE, IN, NAEP, NAL, NEH,
	NEH2)
Hopkins, Gerard Manley	(CP2, IN, NE, RHL)
"God's Grandeur"	(RHL)
"The Windhover"	(RHL)
Housman, A. E.	(CP2, IN, RHL)
"To an Athlete Dying	(RHL)
Young"	
"When I Was One and	(RHL)
Twenty"	
Houston, Jeanne and	(CSBE)
James	
<i>Farewell to Manzanar</i>	(CSBE)
Howarth, David	(CSBE)
<i>1066: The Year of the</i>	(CSBE)
<i>Conquest</i>	
Hoyt, Patricia	(ALA)
<i>How to Get Started</i>	(ALA)
<i>When You Don't Know</i>	
<i>Where to Begin</i>	
Hudson, William H.	(ALA, CSBE, NEH2, X)
<i>Green Mansions</i>	(ALA, CSBE, NEH2, X)

Hughes, Langston	(CSBE, H, IN, NAEP, NEH2,
	PP, RHL, SS, X, YA)
<i>Poems</i>	(NEH2)
<i>Dream Deferred</i>	(NAEP, RHL)
<i>The Big Sea</i>	(PP)
Hugo, Victor	(ALA, ATBS, CSBE, H, IN,
	NEH2)
<i>Les Miserables</i>	(ALA, ATBS, CSBE, NEH2)
<i>The Hunchback of</i>	(IN, NEH2)
<i>Notre Dame</i>	
Hurston, Zora Neale	(MA)
<i>Dust Tracks on a Road</i>	(MA)
<i>Their Eyes Were</i>	(MA)
<i>Watching God</i>	
Huxley, Aldous	(ALA, BS, CLC3, CLI3, CLP3,
	CSBE, GN, H, IN, NE, NEH2,
	X)
<i>Brave New World</i>	(ALA, BS, CLC3, CLI3, CLP3,
	GN, H, IL, IN, NE, NEH2, X)
<i>Point Counter Point</i>	(X)
Ibsen, Henrik	(ALA, CLC3, CLI3, CLP3,
	CSBE, GN, H, IL, IN, MA,
	NAEP, NAL, NCTE, NE,
	NEH2, RHL, X)
<i>A Doll's House</i>	(ALA, CLC3, CLI3, CLP3,
	CSBE, IL, IN, NAEP, NCTE,
	NEH2, RHL, X)
<i>An Enemy of the People</i>	(CLI3, NAEP, NCTE, NEH2)
<i>Hedda Gabler</i>	(ALA, IN, NAEP, NEH2)
Inada, Lawson	(EAC)
Inkeles, Alex	(ALA)
<i>What Is Sociology?</i>	(ALA)
Ionesco, Eugene	(ALA, IN, X)
<i>The Chairs</i>	(IN, X)
<i>Rhinoceros</i>	(ALA, IN)
<i>The Lesson</i>	(IN, X)
Irving, Washington	(CSBE, H, IN, NEH2)
<i>The Legend of Sleepy</i>	(CSBE, H, IN, NEH2)
<i>Hollow</i>	
<i>Rip Van Winkle</i>	(CSBE, H)
<i>The Sketch Book</i>	(PP)
Jackson, Shirley	(CSBE, IN, MA, NCTE, X)
<i>The Lottery</i>	(CSBE, IN)
<i>The Haunting of Hill</i>	(CSBE, IN, X)
<i>House</i>	
<i>We Have Always Lived</i>	(IN, MA)
<i>in the Castle</i>	
Jacobs, Jane	(ALA)
<i>The Death and Life of</i>	(ALA)
<i>Great American Cities</i>	

James, Henry (ALA, CP1, CSBE, GN, H, IN, NAEP, NAL, NEH2, PP, X)  
*An International Episode* (IN)  
*Daisy Miller* (NAEP, NEH2)  
*The Lesson of the Master* (IN)  
*The Ambassadors* (ALA, NAL, PP, X)  
*The American* (NEH2, PP)  
*The Portrait of a Lady* (NAEP, NAL, NEH2, PP)  
*The Turn of the Screw* (ALA, GN, IN, NAL, NEH2)  
*Washington Square* (CSBE, X)

Janson, Horst W. (ALA)  
*A History of Art and Music* (ALA)

Jefferson, Thomas (H, PP)  
*First Inaugural Address* (PP)

Jenkins, Peter (ALA, CSBE)  
*A Walk Across America* (ALA, CSBE)

Jerton, Ed (YA)  
*Raincy* (YA)

Johanson, Donald, and Maitland Edey (ALA, MA)  
*Lucy, the Beginnings of Humankind* (ALA, MA)

Jones, Landon (ALA)  
*Great Expectations: America and the Baby Boom Generation* (ALA)

Jong, Erica (BS)  
*Fear of Flying* (BS)

Joyce, James (ALA, CLC3, CSBE, GN, H, IN, MA, NAEP, NE, NEH2, RHL)  
*Dubliners* (CSBE, IN, GN, MA, NE, NEH2)  
*A Portrait of the Artist as a Young Man* (ALA, CLC3, CSBE, IL, IN, NAEP, NEH2, PP)  
*The Dead* (IN)  
*Ulysses* (NAEP)

Jungk, Robert (ALA)  
*Brighter than a Thousand Suns: A Personal History of the Atomic Scientists* (ALA)

Kafka, Franz (ALA, CLC3, CP2, CSBE, IN, NCTE, NEH2, RHL, X)  
*The Metamorphosis* (ALA, CLC3, CSBE, IN, NCTE, NEH2)  
*The Penal Colony* (CSBE)  
*The Trial* (ALA, IN, NEH2, X)

Kahn, Roger (MA)  
*The Boys of Summer* (MA)

Kaplan, Abraham (ALA)  
*The New World of Philosophy* (ALA)

Kaplan, Justin (MA)  
*Mr. Clemens and Mark Twain* (MA)

Kazantzakis, Nikos (ALA, IN)  
*Zorba the Greek* (IN)  
*The Greek Passion* (IN)

Keats, John (CP1, H, IN, NAEP, NEH2, PP, RHL)  
*"La Belle Dame Sans Merci"* (RHL)  
*"Ode on a Grecian Urn"* (RHL)  
*"Ode to a Nightingale"* (RHL)  
*"On First Looking into Chapman's Homer"* (RHL)

Keillor, Garrison (SS, YA)  
*Lake Wobegon Days* (SS, YA)

Keller, Helen (ALA, CSBE, NEH2)  
*The Story of My Life* (ALA, NEH2)

Kennedy, John F. (CSBE, H)  
*Address at City Hall, West Berlin, 6/26/63* (CSBE)  
*Inaugural Address 1/20/61* (H)  
*Profiles in Courage* (CSBE)

Kesey, Ken (ALA, CLC3, IN, MA, X)  
*One Flew Over the Cuckoo's Nest* (ALA, CLC3, IN, MA, X)  
*Sometimes a Great Notion* (MA)

Kesselring, Joseph (IN)  
*Arsenic and Old Lace* (IN)

Keyes, Daniel (ALA, CLP3, IN, X)  
*Flowers For Algernon* (ALA, CLP3, IN, X)

Kidder, Tracy (MA)  
*The Soul of a New Machine* (MA)

King, Martin Luther, Jr. (CSBE, H, NAEP, PP)  
*"I Have a Dream" speech* (CSBE, H, NAEP, PP)

King, Stephen (IN, X, YA)  
*Misery* (YA)  
*The Shining* (IN, X)

Kingston, Maxine Hong (MA)  
*China Men* (MA)

Kipling, Rudyard (ALA, BS, CSBE, EBS, H, IN, NAL, NEH2, RHL, X)  
*Barrack-Room Ballads* (EBS)  
*Captains Courageous* (X)  
*Kim* (ALA, IN, NAL, NEH2)  
*Plain Tales from the Hills* (EBS)  
*The Jungle Book* (BS, CSBE, PP)

Kline, Morris (ALA)  
*Mathematics in Western Culture* (ALA)

Knowles, John (ALA, CLC2, CL13, CLM, CLP2, CSBE, IN, NEH2)  
*A Separate Peace* (ALA, CLC2, CL13, CLP2, CSBE, IL, IN, NEH2)

Koestler, Arthur (IN, MA, NEH2, PP, X)  
*Darkness at Noon* (IN, MA, NEH2, PP, X)  
*The Case of the Midwife Toad* (MA)

Kogawa, Joy (MA)  
*Obasan* (MA)

Kosinski, Jerzy (ALA)  
*The Painted Bird* (ALA)

Kundera, Milan (MA)  
*The Joke* (MA)

Lao Tzu (IN)  
*Tao Te Ching* (IN)

Larrick, Nancy (Ed.) (ALA)  
*Crazy to be Alive in Such a Strange World* (ALA)

Lawrence, D. H. (ALA, BS, CSBE, H, MA, NAL, NEH2, RHL)  
*Sons and Lovers* (ALA, IN, MA, NAL, NEH2)  
*Lady Chatterley's Lover* (BS)  
*The Fox* (IN)  
*The Rocking-Horse Winner* (CSBE)

Lawrence, Jerome, and Robert E. Lee (CLP3, NEH2)  
*Inherit the Wind* (CLP3, NEH2)

Least Heat Moon, William (MA)  
*Blue Highways* (MA)

Le Carre, John (CSBE, IN, MA, SS, X)  
*Tinker, Tailor, Soldier, Spy* (IN, MA, SS, X)  
*The Spy Who Came in from the Cold* (IN, X)  
*The Honourable Schoolboy* (MA)  
*Smiley's People* (MA, X)

Lee, Harper (ALA, BS, CLC1, CL11, CLP1, CSBE, IL, IN, NEH2, X)  
*To Kill a Mockingbird* (ALA, BS, CLC1, CL11, CLP1, CSBE, IL, NAEP, NEH2, X)

Le Guin, Ursula K. (ALA, CSBE, IN, MA, NCTE)  
*The Earthsea trilogy* (CSBE)  
*The Lathe of Heaven* (MA)  
*The Wind's Twelve Quarters* (NCTE)

Leopold, Aldo (MA)  
*A Sand County Almanac* (MA)

LeVert, John (YA)  
*The Flight of the Cassowary* (YA)

Levy, Jacques E. (CSBE)  
*Cesar Chavez: Autobiography of La Causa* (CSBE)

Lewis, Sinclair (ALA, BS, CSBE, H, IL, IN, NAL, NEH2, PP)  
*Babbitt* (BS, CSBE, H, IN, NAL, NEH2, PP)  
*Main Street* (ALA, BS, CSBE, NAL, NEH2, PP)  
*Arrowsmith* (ALA, NAL, NEH2)

Lidz, Theodore (ALA)  
*The Person, His and Her Development Throughout the Life Cycle* (ALA)

Lilienthal, David (CSBE)  
*My Faith in Democracy* (CSBE)

Lincoln, Abraham (CSBE, H, PP)  
 Address at Cooper Union, New York, 2/27/1860 (PP)  
 First Inaugural Address, March 4, 1861 (PP)  
 Address at Gettysburg, November 19, 1863 (CSBE, H, PP)  
 Last Public Address, Washington, D.C., April 11, 1865 (PP)  
 Letter to Horace Greeley, August 22, 1862 (PP)  
 Second Inaugural Address, March 4, 1865 (CSBE, H, PP)

Lindbergh, Anne (MA)  
*Gift from the Sea* (MA)

Lindsey, Hal, and C. C. Carlson (BS)  
*The Late Great Planet Earth* (BS)



Llewellyn, Richard <i>How Green Was My Valley</i>	(ALA, IN, NEH2, X) (ALA, IN, NEH2, X)
Locke, John <i>A Letter Concerning Toleration; Second Treatise of</i>	(H, PP) (PP)
London, Jack <i>The Sea-Wolf</i> <i>The Call of the Wild</i>	(BS, CLM, CSBE, IN, NAEP, NAL, NCTE, NEH2, X) (CSBE, NCTE, NEH2, PP) (BS, CLP2, IN, NAEP, NAL, PP, X)
Longfellow, Henry W. <i>The Song of Hiawatha</i> <i>My Lost Youth</i> <i>Poems</i> <i>The Midnight Ride of Paul Revere</i>	(ATBS, CSBE, H, NAEP, PP) (H) (CSBE) (ATBS, CSBE) (NAEP)
Lorenz, Konrad <i>King Solomon's Ring</i> <i>On Aggression</i>	(ALA, MA) (MA) (ALA)
Lowell, Robert	(RHL)
Lyle, Sparky <i>The Bronx Zoo</i>	(MA) (MA)
Machiavelli, N. <i>The Prince</i>	(IL, IN, NAL, NEH, NEH2) (IL, IN, NAL, NEH, NEH2)
MacLeish, Archibald <i>Ars Poetica</i> <i>J. B.</i>	(IN, MA, NEH2, RHL) (RHL) (MA, NEH2)
Mailer, Norman <i>The Armies of the Night</i> <i>The Naked and the Dead</i>	(BS, MA, X) (MA) (BS, MA, X)
Malamud, Bernard <i>The Fixer</i> <i>The Assistant</i>	(ALA, CSBE, IN, NCTE, RHL, X) (IN, X) (CSBE, NCTE)
Malcolm X <i>The Autobiography of Malcolm X</i>	(ALA, CSBE, IN, SS) (ALA, CSBE, IN, SS)
Malory, Sir Thomas <i>I.e. Morte d'Arthur</i>	(NEH2) (NEH2)
Malraux, Andre <i>Man's Fate</i>	(ALA) (ALA)
Maltz, Maxwell <i>Psycho-Cybernetics</i>	(BS) (BS)
Manchester, William <i>The Glory and the Dream; A Narrative History of America, 1932-1972</i>	(ALA) (ALA)

Mann, Thomas <i>Death in Venice</i> <i>The Magic Mountain</i>	(ALA, H, IN, NEH2) (ALA, IN) (ALA, NEH2)
Markandaya, Kamala <i>Nectar in a Sieve</i>	(ALA) (ALA)
Marlowe, Christopher <i>Dr. Faustus</i>	(ALA, IN, NAL, NEH2) (NEH2)
Marvell, Andrew <i>"To His Coy Mistress"</i>	(CP2, IN, RHL) (IN, RHL)
Marx, Karl <i>Communist Manifesto</i>	(ALA, NEH, H) (NEH)
Mason, Bobbie Ann <i>In Country</i>	(YA) (YA)
Masters, Edgar Lee <i>Spoon River Anthology</i>	(CSBE, PP) (CSBE, PP)
Matthiessen, Peter <i>Sal Si Puedes: Cesar Chavez and the New American Revolution</i>	(CSBE) (CSBE)
Maugham, W. Somerset <i>Of Human Bondage</i> <i>The Moon and Sixpence</i>	(ALA, BS, CSBE, NCTE, NEH2, X) (BS, CSBE, NEH2) (X)
McCorkle, Jill <i>The Cheer Leader</i>	(YA) (YA)
McCullers, Carson <i>The Ballad of the Sad Cafe</i> <i>The Heart Is a Lonely Hunter</i> <i>The Member of the Wedding</i>	(ALA, CSBE, IN, MA, NCTE, NEH2, X) (CSBE, IN, X) (ALA, CSBE, IN, NEH2, X) (CSBE, MA, NEH2)
McCullough, David <i>Mornings on Horseback</i>	(MA) (MA)
McLuhan, Marshal <i>Understanding Media: The Extensions of Man</i>	(A) (ALA)
McNeill, William H. <i>A World History</i>	(ALA, H) (ALA, H)
McPhee, John <i>Coming into the Country</i> <i>Levels of the Game</i>	(MA) (MA) (MA)
Mead, Margaret <i>Culture and Commitment: The New Relationships between the Generations in the 1970s</i>	(ALA) (ALA)

Meltzer, Milton	(ALA)	Moliere, Jean	(ALA, CSBE, IN, MA, RHL)
<i>Never to Forget: The Jews of the Holocaust</i>	(ALA)	<i>The Misanthrope</i>	(ALA, IN)
		<i>The Miser</i>	(ALA)
Melville, Herman	(ALA, CLC3, CL13, CLP3, CP1, CSBE, EBS, H, IN, NAEP, NAL, NCTE, NEH, NEH2, PP, X)	<i>Tartuffe</i>	(MA, RHL)
<i>Moby-Dick</i>	(ALA, CSBE, EBS, H, IL, NAEP, NAL, NE, NEH, NEH2, PP)	<i>The Doctor in Spite of Himself</i>	(CSBE)
<i>Billy Budd</i>	(ALA, CLC3, CL13, CLP3, CSBE, IN, NAEP, NAL, NEH2, PP, X)		
		Momaday, N. Scott	(MA)
		<i>House Made of Dawn</i>	(MA)
Michener, James	(BS, CSBE, IL, IN, NEH2, X, YA)		
<i>Hawaii</i>	(BS, X)	Monsarrat, Nicholas	(ALA, CSBE, IN, MA, NEH2, X)
<i>Centennial</i>	(BS, IN, X)	<i>The Cruel Sea</i>	(ALA, CSBE, IN, MA, NEH2, X)
<i>Chesapeake</i>	(CSBE)		
<i>Tales of the South Pacific</i>	(BS, CSBE)	Montaigne, Michel de	(H)
<i>The Bridge at Toko-Ri</i>	(CSBE, IL, IN, NEH2, X)		
<i>The Source</i>	(BS, X)	Moore, Marianne	(IN, RHL)
		"Poetry"	(RHL)
Mill, John Stuart	(PP)		
<i>Considerations on Representative Government</i>	(PP)	Moore, Ruth	(MA)
"Childhood and Youth" from <i>Autobiography of John Stuart Mill</i>	(PP)	<i>Man, Time, and Fossils</i>	(MA)
Millay, Edna St. Vincent	(IN, NCTE)	Moorehead, Alan	(MA)
		<i>The White Nile</i>	(MA)
Miller, Arthur	(CLC1, CL11, CLP1, CSBE, IN, MA, NAEP, NCTE, NEH2, PP, RHL, X)		
<i>The Crucible</i>	(ALA, CLC2, CL13, CLP2, CSBE, IL, IN, MA, NAEP, NCTE, NEH2, PP, X)	Morris, Desmond	(BS)
<i>Death of a Salesman</i>	(ALA, CLC3, CL13, CLP2, CSBE, H, IN, NAEP, PP, RHL, X)	<i>The Naked Ape</i>	(BS)
Milton, John	(CP2, CSBE, IN, NAL, NAEP, NE, NEH, NEH2, PP, RHL)	Morrison, Toni	(MA)
<i>Paradise Lost</i>	(H, NAEP, NAL, NEH1)	<i>Song of Solomon</i>	(MA)
Mirkin, Gabe, and Marshall Hoffman	(ALA)	Mowat, Farley	(MA)
<i>The Sportsmedicine Book</i>	(ALA)	<i>And No Birds Sang</i>	(MA)
Mishima, Yukio	(ALA, CSBE, IN)	Nabokov, Vladimir	(BS, CSBE, MA)
<i>The Sound of Waves</i>	(ALA, CSBE)	<i>Lolita</i>	(BS, MA)
<i>The Sailor Who Fell from Grace with the Sea</i>	(IN)	<i>Pale Fire</i>	(CSBE)
Mitchell, Margaret	(ALA, BS, IN, NEH2, X)	Neihardt, John	(SS)
<i>Gone With the Wind</i>	(ALA, BS, H, IN, NEH2, X)	<i>Black Elk Speaks</i>	(SS)
Mitton, Simon	(MA)	Neill, A. S.	(ALA)
<i>The Crab Nebula</i>	(MA)	<i>Summerhill</i>	(ALA)
		Neruda, Pablo	(RHL)
		"The Word"	(RHL)
		"The United Fruit Co."	(RHL)
		Neufeld, John	(X)
		<i>Lisa, Bright and Dark</i>	(X)
		Nietzsche, Friedrich	(H)
		Nomberg-Przytyk, Sara	(YA)
		<i>Auschwitz: True Tales from a Grotesque Land</i>	(YA)
		Nordhoff, Charles, and James Norman Hall	(ALA, BS, CSBE, IN, NEH2)
		<i>Men Against the Sea</i>	(ALA)
		<i>Mutiny on the Bounty</i>	(ALA, BS, CSBE, IN, NEH2)
		<i>Pitcairn's Island</i>	(ALA, IN)

Norman, Marsha <i>Night, Mother</i>	(EAC) (EAC)
North, James <i>Freedom Rising</i>	(YA) (YA)
O'Brien, Patrick J. <i>Will Rogers</i>	(BS) (BS)
O'Brien, Tim <i>Going after Cacciato</i>	(ALA, MA, X) (ALA, MA, X)
O'Connor, Flannery <i>Everything that Rises Must Converge</i> <i>The Life You Save May Be Your Own</i> <i>Wise Blood</i>	(CLEP, CSBE, IN, MA, NAEP, RHL, X) (CSBE, MA) (CSBE) (IN)
O'Connor, Frank <i>Collected Stories</i>	(MA) (MA)
O'Hara, John <i>Appointment in Samarra</i> <i>Butterfield 8</i> <i>A Rage to Live</i> <i>Ten North Frederick</i>	(MA, X) (X) (X) (X) (X)
O'Neill, Eugene <i>Long Day's Journey into Night</i> <i>The Emperor Jones</i> <i>Mourning Becomes Electra</i>	(IN, NEH2, X) (IN, NEH2) (NEH2) (NEH2)
Oates, Joyce Carol <i>Them</i> <i>Where Are You Going and Where Have You Been</i>	(CSBE, MA) (MA) (CSBE)
Olsen, Tillie <i>Tell Me a Riddle</i>	(ALA) (ALA)
Omar Khayyam <i>The Rubaiyat</i>	(EBS) (EBS)
Oppenheim, E. Phillips <i>The Great Impersonation</i>	(BS) (BS)
Orczy, Emmuska, Baroness <i>The Scarlet Pimpernel</i>	(CLP3) (CLP3)
Orwell, George  <i>Animal Farm</i>  1984 <i>The Road to Wigan Pier</i>	(ALA, BS, CLC1, CL11, CLP3, CSBE, IN, MA, NAEP, NAL, NEH, NEH2, X) (BS, CLC2, CL13, CLP2, CSBE, IL, IN, MA, NAEP, NEH, NEH2, X) (CLC3, CL13, CLP3, CSBE, IL, NAEP, NEH, NEH2) (MA)

Ovid <i>Metamorphoses</i>	(IN, NAL) (IN, NAL)
Page, Elizabeth <i>The Tree of Liberty</i>	(ALA) (ALA)
Paine, Thomas <i>Common Sense, 1776</i> <i>Rights of Man</i> <i>The Crisis</i> (No. 1: "A Call to Patriots")	(AP, CSBE, H, PP) (AP, CSBE, PP) (AP) (PP)
Palmer, David <i>Emergence</i>	(YA) (YA)
Parkman, Francis <i>The Oregon Trail</i>	(ATBS) (ATBS)
Pasternak, Boris <i>Doctor Zhivago</i>	(BS, NEH2) (BS, NEH2)
Paton, Alan <i>Cry, the Beloved Country</i>	(ALA, CL13, CSBE, IL, IN, NEH2, PP, X) (ALA, CL13, CSBE, IL, IN, NEH2, PP, X)
Peale, Norman Vincent <i>The Power of Positive Thinking</i>	(BS) (BS)
Percy, Walker <i>The Last Gentleman</i> <i>The Moviegoer</i>	(MA, X) (MA) (X)
Peterson, Houston <i>A Treasury of the World's Great Speeches</i>	(CSBE) (CSBE)
Petry, Ann <i>Harriet Tubman: Conductor on the Underground Railroad</i>	(CSBE) (CSBE)
Pinter, Harold <i>The Birthday Party</i> <i>The Caretaker</i> <i>The Dumb Waiter</i> <i>The Homecoming</i>	(IN, MA, X) (IN, X) (IN, MA) (IN) (IN)
Pirandello, Luigi <i>Six Characters in Search of an Author</i>	(ALA, RHL) (ALA, RHL)
Plath, Sylvia <i>The Bell Jar</i>	(CSBE, IN, MA, NCTE) (CSBE, NCTE)
Plato <i>Great Dialogues of Plato</i> <i>Republic</i> <i>The Death of Socrates</i>	(CSBE, GN, H, IN, NAEP, NAL, NEH) (NAL) (GN, NEH) (CSBE)

Plimpton, George	(MA)	Reich, Charles A.	(BS)
<i>Paper Lion</i>	(MA)	<i>The Greening of America</i>	(BS)
Plutarch	(NE)	Remarque, Erich Maria	(ALA, BS, CL13, CLP3, CSBE, IL, NEH2, X)
<i>Parallel Lives</i>	(NE)	<i>All Quiet on the Western Front</i>	(ALA, BS, CL13, CLP3, CSBE, IL, NEH2, X)
Poe, Edgar Allan	(ALA, CLP3, CPI, CSBE, EBS, H, IL, N, NAEP, NAL, NCTE, NE, NEH2, RHL)	Renault, Mary	(IN, MA, NEH2, X)
<i>Tales of Mystery and Imagination</i>	(PP)	<i>The Bull from the Sea</i>	(IN, MA)
<i>The Poems of Edgar Allan Poe</i>	(NEH2, PP)	<i>The King Must Die</i>	(IN, MA, NEH2, X)
Poems and Tales:	(ALA, CLP3, CSBE, NE)	<i>The Last of the Wine</i>	(MA)
"Annabel Lee"	(NAEP)	Rice, Edward	(CSBE)
"The Raven"	(H, NAEP)	<i>Margaret Mead: A Portrait</i>	(CSBE)
<i>The Cask of Amontillado</i>	(IN)	Rich, Adrienne	(IL, IN, RHL)
<i>The Fall of the House of Usher</i>	(ALA, CSBE, NAL, NCTE)	Richter, Conrad	(ALA, CLM, CLP3, CSBE)
<i>The Pit and The Pendulum</i>	(CSBE, IN, NCTE)	<i>The Sea of Grass</i>	(ALA)
<i>The Tell-Tale Heart</i>	(CSBE, IN, NCTE)	<i>The Light in the Forest</i>	(CLP3, CSBE)
Poggie, John J.	(CSBE)	Rivera, Tomas	(EAC)
Pope, Alexander	(H, IN, PP)	"And the Earth Did Not Part"	(EAC)
<i>The Rape of the Lock</i>	(PP)	Roberts, Kenneth	(ALA, MA, NEH2, X)
Porter, Katherine Ann	(CSBE, IL, MA, X)	<i>Northwest Passage</i>	(ALA, MA, NEH2, X)
<i>Flowering Judas</i>	(IL, MA)	Robinson, Edward	(CSBE, IN)
<i>Pale Horse, Pale Rider</i>	(CSBE, IL)	Arlington	
<i>Ship of Fools</i>	(CSBE, X)	"Mr. Flood's Party"	(CSBE)
<i>The Leaning Tower</i>	(IL)	"Richard Cory"	(CSBE)
Potok, Chaim	(BS, CSBE, IL, X)	Rodriguez, Richard	(MA)
<i>The Chosen</i>	(BS, IL, X)	<i>Hunger for Memory: The Education of Richard Rodriguez</i>	(MA)
<i>My Name Is Asher Lev</i>	(X)	Rolvaag, O. E.	(ALA, CSBE, IN, NEH2, X)
<i>The Promise</i>	(CSBE, X)	<i>Giants in the Earth</i>	(ALA, CSBE, IN, NEH2, X)
Pound, Ezra	(IN, RHL)	Rostand, Edmond	(ALA, IL, MA, NCTE, NEH2)
"The Garden"	(RHL)	<i>Cyrano de Bergerac</i>	(ALA, IL, MA, NCTE, NEH2)
"The River Merchant's Wife: A Letter"	(RHL)	Roszak, Theodore	(ALA)
"The Seafarer"	(RHL)	<i>The Making of a Counter Culture</i>	(ALA)
Proust, Marcel	(H)	Roueché, Berton	(MA)
Rabelais, Francois	(H)	<i>The Medical Detectives</i>	(MA)
Rand, Ayn	(BS)	Rousseau, Jean Jacques	(H, IN)
<i>The Fountainhead</i>	(BS)	<i>Emile</i>	(IN)
Randall, John H., Jr., and Justus Buchler	(ALA)	Russell, Bertrand	(ALA)
<i>Philosophy: An Introduction</i>	(ALA)	<i>History of Western Philosophy</i>	(ALA)
Rawlings, Marjorie	(ALA, IN, NEH2, X)	Sagan, Carl	(ALA, MA)
<i>The Yearling</i>	(ALA, IN, NEH2, X)	<i>Cosmos</i>	(ALA)
Redman, Eric	(ALA)	<i>The Dragons of Eden</i>	(MA)
<i>The Dance of Legislation</i>	(ALA)		

Saint Augustine	(CSBE, H, NAL.)
<i>Confessions of Saint Augustine</i>	(CSBE, NAL)
Saint-Exupery, Antoine de	(ALA, BS, IN, MA, NEH2, X, YA)
<i>The Little Prince</i>	(ALA, BS, IN, MA, NEH2, YA)
<i>Night Flight</i>	(MA)
<i>Wind, Sand and Stars</i>	(MA, X)
Saki	(NEH2)
<i>Stories</i>	(NEH2)
Sartre, Jean Paul	(ALA, H, IN, NCTE, X)
<i>No Exit</i>	(ALA, IN, X)
Salinger, J. D.	(ALA, BS, CLC2, CLI3, CLM, CLP3, CSBE, H, IL, IN, MA, NCTE, NEH, NEH2, PP, X)
<i>The Catcher in the Rye</i>	(ALA, BS, CLC2, CLI3, CLP3, CSBE, H, IL, MA)
<i>Franny and Zooey</i>	(CSBE)
<i>Nine Stories</i>	(MA)
Sandburg, Carl	(CSBE, H, IN, NEH2, PP)
<i>Abe Lincoln Grows Up</i>	(CSBE)
<i>Abraham Lincoln: The Prairie Years</i>	(NEH2)
Santoli, Al	(ALA)
<i>Everything We Had: An Oral History of the Vietnam War as Told by Thirty-Three American Soldiers Who Fought It</i>	(ALA)
Sappho	(H)
Saroyan, William	(ALA, CSBE, IN, NEH2, X)
<i>The Human Comedy</i>	(ALA, CSBE, IN, NEH2, X)
Sayers, Dorothy	(MA, NEH2)
<i>The Nine Tailors</i>	(MA, NEH2)
Schlesinger, Arthur M., Jr.	(ALA)
<i>The Imperial Presidency</i>	(ALA)
Scott, Sir Walter	(CSBE, EBS, H, NAL, NE, NEH2)
<i>Ivanhoe</i>	(CSBE, EBS, NEH2)
<i>Kenilworth</i>	(EBS)
Sexton, Anne	(IN, MA, RHL)
"Her Kind"	(RHL)
"Ringing the Bells"	(RHL)
"The Starry Night"	(RHL)
"Two Hands"	(RHL)
"US"	(RHL)

Shakespeare, William	(ALA, CLC1, CLI1, CLP1, CP1, CSBE, EBS, GN, H, IN, NAEP, NAL, NE, NEH, NEH2, PP, RHL)
<i>Hamlet</i>	(ALA, CLC1, CLI1, CLP1, CSBE, GN, H, IN, NAEP, NAL, NEH, PP)
<i>Julius Caesar</i>	(CLC1, CLI1, CLP1, H, IN, NAEP, NAL, PP)
<i>Macbeth</i>	(ALA, CLC1, CLP1, CSBE, H, IL, IN, NAEP, NAL, NEH)
<i>Romeo and Juliet</i>	(CLC1, CLI1, CLP1, H, IL, IN, NAEP, NAL)
<i>A Midsummer Night's Dream</i>	(ALA, CLC3, CLI3, CLP3, CSBE, GN, IN, NAL)
<i>The Merchant of Venice</i>	(CLC2, CLI3, CLP3, CSBE, H, IN, NAL)
<i>Othello</i>	(ALA, CLC3, CLI3, CLP3, CSBE, H, IN, RHL)
<i>Henry IV (Part I)</i>	(IN, NAL)
<i>Henry V</i>	(CSBE, IL)
<i>Richard II</i>	(NAL)
<i>As You Like It</i>	(IL, IN, PP)
<i>Twelfth Night</i>	(IN, NAL)
<i>King Lear</i>	(CLC3, CLI3, CLP3, H, NAL)
<i>Sonnets</i>	(NAL, NE, PP)
Shaw, George Bernard	(ALA, CLC3, CLI3, CLM, CLP3, CSBE, H, IN, MA, NAL, NAEP, NEH2, PP, RHL, X)
<i>Arms and the Man</i>	(IL, MA, NEH2)
<i>Caesar and Cleopatra</i>	(MA)
<i>Major Barbara</i>	(IN, NAL, NEH2, PP, X)
<i>Pygmalion</i>	(ALA, CLC3, CLI3, CLP3, CSBE, H, IL, IN, NAEP, NEH2, PP)
<i>Saint Joan</i>	(ALA, MA, NEH2)
Sheldon, Sidney	(BS, SS, YA)
<i>The Other Side of Midnight</i>	(BS)
Shellabarger, Samuel	(ALA, BS)
<i>Prince of Foxes</i>	(ALA, BS)
Shelley, Mary	(CLC3, CSBE, IN, MA, NAL, NAEP, NEH2, X)
<i>Frankenstein</i>	(CLC3, IN, MA, NAL, NAEP, NEH2, X)
Shelley, Percy Bysshe	(CP2, H, IN, NE, PP, RHL)
"Ozymandias"	(RHL)
"Ode to the West Wind"	(RHL)
Shirer, William L.	(BS)
<i>The Rise and Fall of the Third Reich</i>	(BS)
Shute, Nevil	(BS, CSBE, IN, NEH2, X)
<i>On the Beach</i>	(BS, CSBE, IN, NEH2, X)
Sidney, Mary	(NYT2)

Sienkiewicz, Henryk <i>Quo Vadis</i>	(ALA) (ALA)	Steinbeck, John	(ALA, BS, CLC1, CLI1, CLP1, CSBE, IL, IN, MA, NAEP, NCTE, NEH, NEH2, PP, RHL, X)
Silko, Leslie	(EAC)	<i>Cannery Row</i>	(BS)
Sillitoe, Alan <i>The Loneliness of the Long-Distance Runner</i>	(CSBE, X) (CSBE, X)	<i>East of Eden</i>	(MA, NEH2, X)
Sinclair, Upton <i>The Jungle</i>	(BS, CSBE) (BS, CSBE)	<i>Of Mice and Men</i>	(ALA, CLC1, CLI2, CLP1, CSBE, IN, NCTE, NEH2, X)
Singer, Isaac <i>The Slave</i>	(ALA) (ALA)	<i>The Acts of King Arthur and His Noble Knights</i>	(MA)
Smith, Adam <i>The Wealth of Nations</i>	(PP) (PP)	<i>The Grapes of Wrath</i>	(BS, CLC2, CLI3, CLP3, CSBE, H, IL, IN, MA, NAEP, NEH, NEH2, PP, X)
Smith, Betty <i>A Tree Grows in Brooklyn</i>	(NEH2) (NEH2)	<i>The Pearl</i>	(BS, CLC2, CLI3, CLP2, CSBE, IL, IN, NCTE, NEH2)
Snow, C. P. <i>The Two Cultures: And a Second Look</i>	(ALA) (ALA)	<i>The Red Pony</i>	(CLP2, CSBE, IN, PP)
Solzhenitsyn, Aleksandr <i>Cancer Ward</i> <i>One Day in the Life of Ivan Denisovich</i> <i>The Gulag Archipelago</i>	(ALA, BS, CLC3, CSBE, IN, NAL, NCTE, X) (IN, X) (CLC3, CSBE, IL, IN) (ALA, BS)	Stendhal <i>The Red and the Black</i>	(IN, NAL, X) (X)
Sophocles <i>Oedipus Rex</i> <i>Antigone</i>	(ALA, CLC1, CLI1, CSBE, H, IL, IN, NAL, NE, NEH, NEH2, RHL) (ALA, CLC2, CLI3, CLP3, CSBE, IL, IN, NEH, NEH2, RHL) (CLC2, CLI3, CLP3, H, IN, NEH2, RHL)	Stevens, Wallace "Thirteen Ways of Looking at a Blackbird"	(RHL) (RHL)
Spark, Muriel <i>The Prime of Miss Jean Brodie</i>	(MA, X) (MA, X)	Stevenson, Robert Louis <i>Dr. Jekyll and Mr. Hyde</i> <i>Kidnapped</i> <i>Treasure Island</i>	(ALA, CLM, CLP3, CSBE, EBS, H, IN, NAL, NEH2, PP, X) (ALA, CSBE, H, IN, NAL, NEH2, PP, X) (ALA, CSBE) (CLP3, CSBE, EBS, H, IN, NAL, PP)
Spenser, Edmund	(H, IN)	Stewart, Mary <i>The Crystal Cave</i>	(IN, SS, X, YA) (IN, SS, X, YA)
Spiegelman, Art <i>Maus: A Survivor's Tale</i>	(YA) (YA)	Stoker, Bram <i>Dracula</i>	(NEH2, X) (NEH2, X)
Stafford, William "Fifteen"	(CSBE) (CSBE)	Stone, Irving <i>The Agony and the Ecstasy</i> <i>Lust for Life</i> <i>Love Is Eternal</i>	(ALA, BS, CSBE, IN, SS, X) (BS, CSBE, IN, SS, X) (ALA) (ALA, BS)
Steel, Danielle (85 million copies of this author's books sold [Time, March 21, 1988])		Stoppard, Tom <i>Rosencrantz &amp; Guildenstern Are Dead</i> <i>The Betrayal</i> <i>The Real Inspector Hound</i> <i>Travesties</i>	(ALA, IN, MA) (ALA, IN) (MA) (IN) (IN, MA)
Stein, Gertrude	(H)	Stowe, Harriet Beecher <i>Uncle Tom's Cabin</i>	(EBS, CSBE, H, NAEP, NAL, NEH2, PP) (ATBS, CSBE, H, NAEP, NAL, NEH2, PP)
Stein, Joseph <i>Fiddler on the Roof</i>	(IN) (IN)	Strindberg, August <i>The Father</i> <i>Miss Julie</i>	(ALA) (ALA) (ALA)
		Styron, William <i>The Confessions of Nat Turner</i>	(X) (X)



Suhl, Yuri	(CSBE)	Thurber, James	(CSBE, H, IN, NEH2, X)
<i>On the Other Side of the Gate</i>	(CSBE)	<i>My Life and Hard Times</i>	(IN)
		<i>My World—And Welcome to It</i>	(CSBE)
Susann, Jacqueline	(NYT2)	<i>The Thirteen Clocks</i>	(IN, X)
Swift, Jonathan	(ALA, APR, CLC3, CL13, CLP3, CSBE, EBS, H, IN, MA, NAEP, NAL, NE, NEH2, PP, RHL)	<i>The Night the Ghost Got In</i>	(IN)
<i>A Modest Proposal</i>	(PP, RHL)		
<i>Gulliver's Travels</i>	(ALA, CLC3, CL13, CLP3, CSBE, EBS, H, IN, MA, NAEP, NAL, NEH2, PP)	Timerman, Jacobo	(ALA)
		<i>Prisoner Without a Name, Cell Without a Number</i>	(ALA)
Taylor, Edward	(CP1)		
Taylor, Joshua C.	(ALA)	Tocqueville, Alexis de	(ALA, CSBE, H, IN, NAEP, NEH)
<i>Learning to Look: A Handbook for the Visual Arts</i>	(ALA)	<i>Democracy in America</i>	(ALA, CSBE, IN, NAEP, NEH)
Tennyson, Alfred Lord	(CP2, CSBE, EBS, H, IL, IN, PP, RHL)	Toffler, Alvin	(ALA)
"In Memoriam"	(RHL)	<i>Future Shock</i>	(ALA)
"The Charge of the Light Brigade"	(CSBE)	<i>The Third Wave</i>	(ALA)
Terkel, Studs	(ALA, MA)	Tolkien, J. R. R.	(ALA, CLC3, CLM, CLP3, CSBE, IL, IN, MA, NEH2, X)
<i>Working: People Talk About What They Do All Day and How They Feel About What They Do</i>	(ALA, MA)	<i>The Hobbit</i>	(CLC3, CLP3, IN, NEH2, X)
		<i>The Lord of the Rings</i>	(ALA, CSBE, IN, MA, NEH2)
		trilogy	
Thackeray, William	(ALA, EBS, CSBE, IN, NEH2, X)	Tolstoy, Leo	(ALA, CSBE, EBS, H, IN, NAL, NEH, NEH2, PP, RHL, X)
<i>Vanity Fair</i>	(ALA, EBS, CSBE, IN, NEH2, X)	<i>Anna Karenina</i>	(ALA, CSBE, IN, NAL, NEH2, X)
		<i>Master and Man</i>	(IN)
		<i>The Death of Ivan Ilyich</i>	(NAL, PP, RHL)
		<i>War and Peace</i>	(ALA, CSBE, EBS, IN, NAL, NEH, NEH2)
Thomas, Dylan	(CP2, CSBE, IN, NE, PP, RHL)	Toomer, Jean	(MA, X)
"Do Not Go Gentle into that Good Night"	(RHL)	<i>Cane</i>	(MA, X)
"Fern Hill"	(CSBE)		
<i>Under Milk Wood</i>	(IN)	Truth, Sojourner	(CSBE)
Thomas, Lewis	(ALA, MA)	Turgenev, Ivan	(ALA, IN, NAL, NEH2)
<i>The Lives of a Cell: Notes of a Biology Watcher</i>	(ALA, MA)	<i>Fathers and Sons</i>	(IN, NEH2)
<i>The Youngest Science: Notes of a Medicine-Watcher</i>	(MA)	<i>First Love</i>	(IN)
		<i>Torrents of Spring</i>	(IN)
Thoreau, Henry David	(ALA, CP1, CSBE, EBS, H, IL, IN, NAEP, NAL, NCTE, NE, NEH, NEH2)	Twain, Mark	(ALA, APR, CLC1, CL11, CLP1, CP1, CSBE, EBS, GN, H, IL, IN, NAEP, NAL, NCTE, NE, NEH, NEH2, PP, RHL, X)
<i>Walden</i>	(ALA, CSBE, EBS, H, NAL, NCTE, NE, NEH, NEH2)	<i>The Adventures of Huckleberry Finn</i>	(ALA, CLC1, CL11, CLP1, CSBE, EBS, GN, H, IL, IN, NAL, NCTE, NEH, NEH2, PP, X)
<i>Civil Disobedience</i>	(ALA, CSBE, IN, NAL)	<i>The Adventures of Tom Sawyer</i>	(CLP2, CSBE, H, NAEP, NAL, NCTE, NEH2, PP, X)
		<i>Life on the Mississippi</i>	(CSBE, IL, NCTE)
		<i>The Prince and the Pauper</i>	(CLP3, NEH2, X)
		<i>A Connecticut Yankee in King Arthur's Court</i>	(NEH2)

Twombly, Estella Portello	(EAC)	Washington, George	(AP, H, NAEP, PP)
Uchida, Yoshiko	(CSBE)	First Inaugural Address,	(AP)
<i>Desert Exile: The</i>	(CSBE)	April 30, 1789	
<i>Uprooting of a Japanese</i>		Farewell Address,	(H, NAEP, PP)
<i>American Family</i>		September 17, 1796	
<i>Samurai of Gold Hill</i>	(CSBE)		
Undset, Sigrid	(ALA, IN)	Watson, James D.	(MA)
<i>Kristen Lavransdatter</i>	(ALA, IN)	<i>The Double Helix</i>	(MA)
(trilogy)			
Updike, John	(BS, IN, MA, NCTE, NEH2, RHL)	Waugh, Evelyn	(NEH2, X)
<i>Couples</i>	(BS)	<i>Brideshead Revisited</i>	(NEH2, X)
<i>Rabbit, Run</i>	(NCTE, NEH2)	<i>The Loved One</i>	(IL, X)
<i>Pigeon Feathers</i>	(MA)		
Vanzetti, Bartolomeo, and	(CSBE)	Wells, H. G.	(BS, CLC3, CSBE, H, IN, NAL, NEH2, X)
Nicola Sacco		<i>The Invisible Man</i>	(CSBE, IN, X)
<i>Last Words</i>	(CSBE)	<i>The Time Machine</i>	(CLC3, IN, NEH2, X)
Virgil	(CSBE, IN, NAL, NE, NEH2, NEH2)	<i>The War of the Worlds</i>	(CSBE, IN, NEH2)
<i>The Aeneid</i>	(CSBE, NE, NEH, NEH2)	<i>Outline of History</i>	(BS)
Verne, Jules	(CSBE, NEH2, X)	Welty, Eudora	(IN, MA, RHL, X)
<i>Around the World in</i>	(CSBE, NEH2, X)	<i>Delta Wedding</i>	(IN, X)
<i>Eighty Days</i>		<i>The Whistle</i>	(IN)
<i>Twenty Thousand</i>	(CSBE, NEH2)	<i>A Visiting of Chanting</i>	(IN)
<i>Leagues Under the Sea</i>		<i>A Worn Path</i>	(RHL)
Viorst, Judith	(YA)	<i>One Writer's Beginnings</i>	(MA)
<i>Necessary Losses</i>	(YA)		
Voigt, Cynthia	(X)	Wharton, Edith	(ALA, CLC3, CLP3, CSBE, H, IL, IN, NAL, NEH2, X)
<i>Homecoming</i>	(X)	<i>Ethan Frome</i>	(ALA, CLC3, CLP3, CSBE, IN, NAL, NEH2, X)
Voltaire	(CSBE, IN, NAL, NCTE, NEH2, X)	<i>False Dawn</i>	(IN)
<i>Candide</i>	(CSBE, IN, NAL, NCTE, NEH2, X)	<i>The Age of Innocence</i>	(NEH2)
Vonnegut, Kurt, Jr.	(ALA, CSBE, IN, MA, X)	Wharton, William	(ALA)
<i>Cat's Cradle</i>	(ALA, CSBE, IL, IN, X)	<i>Birdy</i>	(ALA)
<i>Slaughterhouse-Five</i>	(ALA, CSBE, IN, MA)		
Walker, Alice	(CSBE, MA, RHL, SS, X)	White, T. H.	(CLC3, CSBE, IN, NEH2, RHL, SS, YA)
<i>African Images</i>	(CSBE)	<i>The Once and Future King</i>	(CLC3, CSBE, IN, NEH2, SS, YA)
<i>The Color Purple</i>	(MA, SS, X)		
Warner, Susan	(NYT2)	White, Theodore	(MA)
<i>The Wide, Wide World</i>	(NYT2)	<i>The Making of the President</i>	(MA)
Warren, Robert Penn	(CSBE, MA, NEH2, X)	Whitman, Walt	(CP1, CSBE, EBS, H, IN, NAEP, NAL, NEH, RHL)
<i>All the King's Men</i>	(CSBE, MA, NEH2, X)	"A Noiseless Patient Spider"	(RHL)
Washington, Booker T.	(CSBE, NEH2)	<i>Leaves of Grass</i>	(CSBE, EBS, NAEP, NEH)
<i>Up from Slavery</i>	(NEH2)	<i>The Ox-Tamer</i>	(CSBE)
		Wiesel, Elie	(CL13, MA)
		<i>Night</i>	(CL13, MA)
		Wilde, Oscar	(ALA, CSBE, H, IN, NAL, NCTE, NEH2, X)
		<i>The Picture of Dorian Gray</i>	(ALA, CSBE, IN, NAL, NCTE, NEH2, X)
		<i>The Importance of Being Earnest</i>	(NEH2)

Wilder, Thornton	(ALA, CLC3, CL12, CLP2, CSBE, H, IL, IN, NAEP, NEH2, X)
<i>Our Town</i>	(ALA, CLC3, CL12, CLP2, CSBE, H, IL, IN, NAEP, NEH2)
<i>The Bridge of San Luis Rey</i>	(ALA, CSBE, IN, NEH2, X)
<i>The Matchmaker</i>	(IN)
Williams, Tennessee	(ALA, CLC2, CL13, CLM, CLP3, CSBE, IN, MA, NAL, NCTE, NEH2)
<i>Cat on a Hot Tin Roof</i>	(MA)
<i>The Glass Menagerie</i>	(CLC2, CL13, CLP3, CSBE, NEH2)
<i>Streetcar Named Desire</i>	(CLC3, IN, NEH2)
Williams, William Carlos	(CSBE, IN, RHL)
<i>The Red Wheelbarrow</i>	(RHL)
Wilson, August	(EAC)
<i>Fences</i>	(EAC)
Wolfe, Thomas	(ALA, CSBE, IN, NEH2, RHL, SS, X, YA)
<i>Look Homeward, Angel</i>	(ALA, CSBE, NEH2, SS, X, YA)
<i>You Can't Go Home Again</i>	(CSBE, IN, SS, X, YA)
Wong, Jade Snow	(CSBE)
<i>Fifth Chinese Daughter</i>	(CSBE)
Woodward, C. Vann	(ALA)
<i>The Strange Career of Jim Crow</i>	(ALA)
Woolf, Virginia	(H, IN, NEH2, PP, RHL)
<i>To the Lighthouse</i>	(NEH2)
<i>Mrs. Dalloway</i>	(NEH2)
<i>A Room of One's Own</i>	(PP)
Wordsworth, William	(CP1, H, IL, IN, NAEP, NE, NEH2, PP, RHL)
Wouk, Herman	(ALA, BS, CSBE, IN, MA, NEH2, SS, X)
<i>The Caine Mutiny</i>	(ALA, BS, CSBE, IN, MA, NEH2, X)
<i>The Winds of War</i>	(SS)
Wright, Richard	(ALA, CLC3, CL13, CLM, CSBE, H, IN, NAEP, NEH2, PP, X)
<i>Native Son</i>	(ALA, CLC3, CSBE, H, IN, NAEP, NEH2, X)
<i>Black Boy</i>	(CL13, CSBE, H, IN, NAEP, NEH2, PP, X)
Yates, Elizabeth	(NEH2)
<i>Amos Fortune, Free Man</i>	(NEH2)

Yeats, William Butler	(CP1, H, IN, NAEP, NE, PP, RHL)
<i>Leda and the Swan</i>	(RHL)
<i>"Sailing to Byzantium"</i>	(RHL)
<i>A Prayer for my Daughter</i>	(RHL)
<i>The Lake Isle of Innisfree</i>	(RHL)
<i>"The Second Coming"</i>	(RHL)
<i>The Magi</i>	(RHL)
Yep, Laurence	(CSBE)
<i>Dragomwings</i>	(CSBE)
Yourcenar, Marguerite	(MA)
<i>The Abyss</i>	(MA)
Zola, Emile	(ATBS, H, NAL)
<i>Germinal</i>	(NAL)
<i>Nana</i>	(ATBS)

## Periodicals and Encyclopedias

Available in electronic form in 1989 for sampling from the DIALOG information service.

A+	Modern Office Technology
Aging	Modern Photography
American Education	Money
American Federationist	Monthly Labor Review
American Libraries	Motor Trend
*Atlantic	*Nation
Backpacker	National Review
Boating	Nation's Business
Boys' Life	Natural History
Business America	NEA Today
Canadian Business	Occupational Outlook Quarterly
Car and Driver	Office Administration and Automation
Changing Times	Outdoor Life
Children Today	PC
CoEd	PC Week
Computers and Electronics	*People
Creative Computing	Petersen's Photographic
Cycle	Playboy
Datamation	Popular Photography
Department of State Bulletin	Popular Science
Dun's Business Month	Research & Development
FDA Consumer	*Rolling Stone
Flower & Garden	Sales and Marketing Management
Flying	Saturday Evening Post
Food & Nutrition	Scholastic
Forbes	Science
Fortune	Scientific American
Golf Magazine	Scouting
Guns & Ammo	Skiing
Health	Skin Diver
High Fidelity	Smithsonian
Hot Rod	*Sports Illustrated
Industry Week	Stereo Review
*Ladies Home Journal	
Life	

\*Periodicals either considered most likely to be assigned for reading or most likely to be read by students in the high school to first-year college age group.

Sunset  
Technology Review  
Teen  
\*Time  
UN Chronicle  
UNESCO Courier

Workbench  
Working Woman  
World Health  
World Health Forum  
Yachting  
Your Public Lands

Available in electronic form in 1989 for sampling from NEXIS.

Aviation Week & Space Technology	Inc.
*Business Week	Industry Week
BYTE	*Los Angeles Times
Chemical Engineering	Legal Times
Chemical Week	Maclean's
Coal Age	*MacNeil/Lehrer News Report
Computerworld	Manchester Guardian
Congressional Quarterly	Marine Engineering Digest
*Christian Science Monitor	Mechanical Engineering
Data Communications	Mining Magazine
Defense Electronics	National Law Journal
Discover	*The New York Times
Financial Times of Canada	Nuclear News
Financial World	*Newsweek
Foreign Affairs	Offshore
Forbes	Oil & Gas Journal
Harvard Business Review	Public Relations Journal
High Technology	*Sports Illustrated
InfoWorld	*U.S. News & World Report
Interavia Magazine	*Washington Post
International Defense Review	Washington Quarterly

\*Periodicals either considered most likely to be assigned for reading or most likely to be read by students in the high school to first-year college age group.

Grolier's *Academic American Encyclopedia* on CD-ROM.

## References for the Codes

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Applebee, A. N. *A Study of Book-Length Works Taught in High School English Courses*. Albany, N.Y.: Center for the Learning and Teaching of Literature, State University of New York.

Bennett, William J. 1987. *James Madison High School: A Curriculum for American Students*. Washington, D.C.: United States Department of Education.

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College Board. 1987. *The College Board Guide to the CLEP Examinations*. New York: College Entrance Examination Board.

DiYanni, Robert. 1986. *Literature: Reading Fiction, Poetry, Drama, and the Essay*. New York: Random House.

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Hackett, Burke. 1977. *80 Years of Best Sellers, 1895-1975*. New York: R. R. Bowker.

Hirsch, E. D., Jr. 1987. *Cultural Literacy: What Every American Needs to Know*. Boston, Mass.: Houghton Mifflin.

Isidore Newman School. 1980. *Books for Reading*. New Orleans, La.: Isidore Newman School.

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National Council of Teachers of English. 1985. *Books for You*, Ed. D. Gallo. Urbana, Ill.: National Council of Teachers of English.

National Endowment for the Humanities. 1984. *Famous Works to Read and Know*. Washington, D.C.: National Endowment for the Humanities.

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New England Association of Teachers of English. 1981. *Suggested PreCollege Reading*, 3rd Edition. Lexington, Mass.: New England Association of Teachers of English.

*The New York Times*. 1987. "Must Reading 1937-87: Columbia's Freshman Book List."

*The New York Times*. Featured Writers, June 5, 1988.

North Carolina Department of Public Education. 1987. *North Carolina State Adopted Basic Textbooks, 1987-88*. Raleigh, N.C.: North Carolina Department of Public Education.

Oklahoma State Department of Education. 1987. *1987-88 Annual Textbook Requisition*. Oklahoma City, Okla.: Oklahoma State Department of Education.

Oregon State Textbook Commission. 1985. *Lists of State-Adopted Basal Textbooks, 1985-86*. Salem, Oreg.: Oregon State Textbook Commission.

Ravitch, Dianne, and Chester E. Finn, Jr. 1987. *What Do Our 17-Year-Olds Know?* New York: Harper & Row.

Texas Education Agency. 1987. *Textbooks Current Adoption, 1987-88*. Austin, Tex.: Texas Education Agency.

# Appendix B: Materials Sampled for Word Count

## Textbooks

### Art

	Words*
Gardner, <i>Art Through the Ages</i> , 1980	3,750
Janson, <i>A Basic History of Art</i> , 1981	3,750
Art total	7,500

### Biology

Arms and Camp, <i>Biology</i> , 1987	3,750
Curtis, <i>Biology</i> , 1983	3,750
Gottfried et al., <i>Prentice-Hall Biology</i> , 1983	3,750
Guttman and Hopkins, <i>Understanding Biology</i> , 1983	3,750
Johnson, <i>Biology</i> , 1987	3,750
Keeton and Gould, <i>Biological Science</i> , 1986	3,750
Kimball, <i>Biology</i> , 1983	3,750
Oram et al., <i>Biology: Living Systems</i> , 1983	3,750
Oram, <i>Biology: Living Systems</i> , 1979	3,750
Oram, <i>Biology: Living Systems</i> , 1976	3,750
Otto and Towle, <i>Modern Biology</i> , 1985	3,750
Otto and Towle, <i>Modern Biology</i> , 1977	3,750
Otto et al., <i>Modern Biology</i> , 1981	3,750
Slesnick and Scott, <i>Scott, Foresman Biology</i> , 1980	3,750
Villee et al., <i>Biology</i> , 1985	3,750
Weisz and Keogh, <i>Science of Biology</i> , 1982	3,750
Wistreich and Lechtman, <i>Microbiology</i> , 1980	3,750
Biology total	63,750

### Business and Economics

Fess and Niswonger, <i>Accounting Principles</i> , 1981	3,750
McConnell, <i>Economics</i> , 1981	3,750
Pyle and Larson, <i>Fundamental Accounting Principles</i> , 1981	3,750
Samuelson, <i>Economics</i> , 1980	3,750
Wilson and Clark, <i>Economics</i> , 1984	3,750
Wolken and Glocker, <i>Invitation to Economics</i> , 1982	3,750
Business and economics total	22,500

### Chemistry

Brady and Humiston, <i>General Chemistry</i> , 1986	3,750
Brown and Lemay, <i>Chemistry: The Central Science</i> , 1985	3,750
Dickerson et al., <i>Chemical Principles</i> , 1979	3,750
Metcalf et al., <i>Modern Chemistry</i> , 1986	3,750
Metcalf et al., <i>Modern Chemistry</i> , 1982	3,750
Metcalf et al., <i>Modern Chemistry</i> , 1978	3,750

Sienko and Plane, <i>Chemistry: Principles and Applications</i> , 1979	3,750
Smoot et al., <i>Chemistry: A Modern Course</i> , 1983	3,750
Smoot et al., <i>Chemistry: A Modern Course</i> , 1979	3,750
Waser et al., <i>Chem One</i> , 1980	3,750
Chemistry total	37,500

### English

Bell et al., <i>Building English Skills (Silver)</i> , 1984	3,750
Bradley et al., <i>The American Tradition in Literature</i> , 1981	3,750
Carlsen et al., <i>American Literature</i> , 1979	3,750
Carlsen and Gilbert, <i>British and Western Literature</i> , 1979	3,750
Clark et al., <i>Language: Structure and Use</i> , 1981	3,750
Craig et al., <i>English Literature</i> , 1984	3,750
Foote and Perkins, <i>McDougal, Littell Literature: Blue Level</i> , 1984	3,750
Gerber et al., <i>Effective English (9)</i> , 1982	3,750
Granner and Stern, <i>McDougal, Littell Literature: Purple Level</i> , 1985	3,750
Haider et al., <i>Effective English (10)</i> , 1982	3,750
Haider et al., <i>Effective English (11)</i> , 1982	3,750
Hollenbeck and Johnson, <i>McDougal, Littell Literature: Yellow Level</i> , 1984	3,750
Keach et al., <i>Adventures in English Literature</i> , 1989	3,750
Keach et al., <i>Adventures in English Literature</i> , 1980	3,750
Kearns et al., <i>American Literature</i> , 1984	3,750
McCrimmon et al., <i>Writing With a Purpose</i> , 1980	3,000
McDonnell et al., <i>England in Literature</i> , 1985	3,750
Miller et al., <i>England in Literature (with Macbeth)</i> , 1976	3,750
Miller et al., <i>The United States in Literature</i> , 1985	3,750
Miller et al., <i>The United States in Literature (with I Never Sang for My Father)</i> , 1982	3,750
Safer et al., <i>Adventures in Appreciation</i> , 1989	3,750
Warriner, <i>Composition: Models and Exercises, Fifth Course</i> , 1982	3,750
Warriner, <i>Composition: Models and Exercises, Fourth Course</i> , 1977	3,750
Warriner, <i>Composition: Models and Exercises, Third Course</i> , 1977	3,750
Warriner, <i>English Grammar and Composition: Complete Course</i> , 1988	3,750
Warriner, <i>English Composition and Grammar: Complete Course</i> , 1977	2,250
Warriner, <i>English Composition and Grammar: First Course</i> , 1988	3,750
Warriner, <i>English Composition and Grammar: First Course</i> , 1977	3,750
Warriner, <i>English Composition and Grammar: Fourth Course</i> , 1988	3,750
Warriner, <i>English Composition and Grammar: Introductory Course</i> , 1988	3,750
Warriner, <i>English Composition and Grammar: Second Course</i> , 1988	3,750
Warriner, <i>English Composition and Grammar: Third Course</i> , 1988	3,750

\*Word counts in this appendix are in some cases only approximations.



Warriner, <i>English Grammar and Composition: Fifth Course</i> , 1977	3,750
Warriner and Graham, <i>English Grammar and Composition: First Course</i> , 1982	3,750
Warriner, <i>English Grammar and Composition, Fourth Course</i> , 1982	3,750
Warriner and Griffith, <i>English Grammar and Composition, Fourth Course</i> , 1977	3,750
Warriner, <i>English Grammar and Composition, Second Course</i> , 1982	3,000
Warriner and Graham, <i>English Grammar and Composition, Second Course</i> , 1977	3,000
Warriner, <i>English Grammar and Composition, Third Course</i> , 1982	3,000
Warriner et al., <i>English Grammar and Composition, Third Course</i> , 1977	3,750
Writing Improvement Project Staff, McDougal, Littell and Co., <i>Building English Skills (Orange)</i> , 1977	3,000
Writing Improvement Project Staff, McDougal, Littell and Co., <i>Building English Skills (Purple)</i> , 1981	3,750
Writing Improvement Project Staff, McDougal, Littell and Co., <i>Building English Skills (Purple)</i> , 1977	3,750
Writing Improvement Project Staff, McDougal, Littell and Co., <i>Building English Skills (Red)</i> , 1978	3,750
Writing Improvement Project Staff, McDougal, Littell, and Co., <i>Building English Skills (Yellow)</i> , 1981	3,750
English total	163,500

## Government

Aldrich et al., <i>American Government</i> , 1986	3,750
Almond and Powell, <i>Comparative Politics Today</i> , 1984	3,750
Andrain, <i>Foundations of Comparative Politics</i> , 1983	3,750
Burns, <i>Government by the People</i> , 1987	3,750
Cummings and Wise, <i>Democracy Under Pressure</i> , 1985	3,750
Cummings and Wise, <i>Democracy Under Pressure</i> , 1981	3,750
Curcis, <i>Comparative Government and Politics</i> , 1978	3,750
Curtis, <i>Introduction to Comparative Government</i> , 1985	3,750
Dahl, <i>Democracy in the United States</i> , 1981	3,750
Dawson, <i>American Government</i> , 1987	3,750
Deutsch et al., <i>Comparative Government</i> , 1981	3,750
Dolbeare and Edelman, <i>American Politics</i> , 1985	3,750
Dunn, <i>American Democracy Debated</i> , 1982	3,750
Dye and Zeigler, <i>Irony of Democracy</i> , 1987	3,750
Dye and Zeigler, <i>Irony of Democracy</i> , 1984	3,750
Edwards, <i>American Political Experience</i> , 1985	3,750
Eisinger et al., <i>American Politics</i> , 1982	3,750
Greenberg, <i>American Political Systems</i> , 1986	3,750
Hagopian, <i>Regimes, Movements, and Ideologies</i> , 1984	3,750
Hamilton, <i>American Government</i> , 1982	3,750
Harris, <i>America's Democracy</i> , 1986	3,750
Hinkley, <i>Outline of American Government</i> , 1981	3,750

Hitchner and Levine, <i>Comparative Government and Politics</i> , 1981	3,750
Janda et al., <i>Challenge of Democracy</i> , 1987	3,750
Katznelson and Kesselman, <i>Politics of Power</i> , 1987	3,750
Kelly et al., <i>American Constitution</i> , 1983	3,750
Kraemer et al., <i>American Democracy</i> , 1978	3,750
Lewinski, <i>American Government Today</i>	3,750
Lineberry, <i>Government in America</i> , 1986	3,750
Lineberry, <i>Government in America</i> , 1983	3,750
Levine and Cornwell, <i>Introduction to American Government</i> , 1983	3,750
Lorch, <i>State and Local Politics</i> , 1986	3,750
Macridis, <i>Modern Political Regimes</i> , 1986	3,750
Macridis, <i>Modern Political Systems: Europe</i> , 1987	3,750
McClenaghan, <i>Magruder's American Government</i> , 1987	3,750
Moore and Roberts, <i>Pursuit of Happiness</i> , 1985	3,750
Parenti, <i>Democracy for the Few</i> , 1983	3,750
Patterson et al., <i>More Perfect Union</i> , 1985	3,750
Prewitt et al., <i>Introduction to American Government</i> , 1987	3,750
Roskin, <i>Countries and Concepts</i> , 1986	3,750
Roth and Wilson, <i>Comparative Study of Politics</i> , 1980	3,750
Schuman and Waterman, <i>Preface to Politics</i> , 1986	3,750
Skidmore and Tripp, <i>American Government</i> , 1985	3,750
Wasserman, <i>Basics of American Politics</i> , 1985	3,750
Weissberg, <i>Understanding American Government</i> , 1986	3,750
Wilson, <i>American Government: Institutions and Policies</i> , 1986	3,750
Wilson, <i>American Government: Institutions and Policies</i> , 1983	3,750
Wolfinger et al., <i>Dynamics of American Politics</i> , 1980	3,750
Government total	180,000

## History

Ahlquist et al., <i>United States History</i> , 1984	3,750
Bailey and Kennedy, <i>American Pageant</i> , 1983	3,750
Bailey and Kennedy, <i>American Pageant</i> , 1979	3,750
Bailyn et al., <i>Great Republic</i> , 2nd Ed., 1981	3,750
Beers, <i>World History: Patterns of Civilization</i> , 1983	3,750
Berkin and Wood, <i>Land of Promise: A History of the United States to 1877</i> , 1983	3,750
Berkin and Wood, <i>Land of Promise: A History of the United States from 1865</i> , 1983	3,750
Berkin and Wood, <i>Land of Promise: A History of the United States</i> , 1983	3,750
Blum et al., <i>National Experience, Part One: A History of the United States to 1877</i> , 1981	3,750
Blum et al., <i>National Experience, Part One: A History of the United States</i> , 1985	3,750
Current et al., <i>American History</i> , 1987	3,750
Current et al., <i>American History</i> , 1983	3,750
Current et al., <i>American History</i> , 1979	3,750
Davidson and Lytle, <i>The United States: A History of the Republic</i> , 1984	3,750



Davidson and Lytle, <i>The United States: A History of the Republic</i> , 1981	3,750
Degler, <i>Out of Our Past: Forces that Shaped Modern America</i> , 1984	3,000
Franklin, <i>From Slavery to Freedom</i> , 1980	3,750
Garraty and McCaughey, <i>American Nation: A History of the United States</i> , 1987	3,750
Graebner et al., <i>History of the American People</i> , 1975	
Graff, <i>America: The Glorious Republic</i> , 1985	3,750
Kownslar and Smart, <i>People and Our World</i> , 1981	3,750
Kownslar and Smart, <i>People and Our World</i> , 1977	3,750
Mazour et al., <i>People and Nations: A World History</i> , 1983	3,750
Norton et al., <i>People and a Nation</i> , 1986	3,750
Norton et al., <i>People and a Nation</i> , 1982	3,750
Palmer and Colton, <i>History of the Modern World</i> , 1978	3,750
Patterson, <i>America in the Twentieth Century</i> , 1983	3,750
Reich et al., <i>World History: A Basic Approach</i> , 1984	3,750
Sellers et al., <i>Synopsis of American History</i> , 1985	3,750
Todd and Curti, <i>Rise of the American Nation</i> , 1982	3,750
Todd and Curti, <i>Rise of the American Nation</i> , 1977	3,750
Todd and Curti, <i>Rise of the American Nation, Volume 2: 1865 to the Present</i> , 1977	3,750
Wallbank et al., <i>Civilization: Past and Present</i> , 1978	3,750
Wallbank et al., <i>History and Life</i> , 1982	3,750
Wallbank et al., <i>History and Life</i> , 1980	3,750
History total	126,750

## Physics

Halliday and Resnick, <i>Physics: Parts 1 and 2</i> , 1978	3,750
Miller, <i>College Physics</i> , 1982	3,750
Murphy and Smoot, <i>Physics: Principles and Problems</i> , 1982	3,750
Murphy and Smoot, <i>Physics: Principles and Problems</i> , 1977	3,750
Sears et al., <i>University Physics</i> , 1982	3,750
Sears et al., <i>University Physics</i> , 1980	3,750
Tipler, <i>Physics</i> , 1982	3,750
Williams, <i>Modern Physics</i> , 1984	3,750
Williams, <i>Modern Physics</i> , 1980	3,750
Williams, <i>Modern Physics</i> , 1976	3,750
Physics total	37,500

## Psychology

Atkinson et al., <i>Introduction to Psychology</i> , 1983	3,750
Biehler and Snowman, <i>Psychology Applied to Teaching</i>	3,750
Hilgard et al., <i>Introduction to Psychology</i> , 1975	3,750

Kasschan, <i>Psychology: Exploring Behavior</i> , 1980	3,750
Levine, <i>Understanding Psychology</i> , 1977	3,750
Ragland and Saxon, <i>Invitation to Psychology</i> , 1981	3,750
Zimbardo, <i>Psychology and Life (Tenth Edition)</i> , 1979	3,750
Psychology total	26,250

## Science

Appenbrink et al., <i>Prentice-Hall Physical Science</i> , 1984	3,750
Appenbrink et al., <i>Prentice-Hall Physical Science</i> , 1981	3,750
Cornett and Gratz, <i>Modern Human Physiology</i> , 1987	3,750
Heimler and Price, <i>Focus on Physical Science</i> , 1981	3,750
Heimler and Price, <i>Focus on Physical Science</i> , 1977	3,750
Matthews et al., <i>Investigating the Earth</i> , 1984	3,750
Matthews et al., <i>Investigating the Earth</i> , 1978	3,750
Namowitz, <i>Earth Science</i> , 1981	3,750
Namowitz and Spaulding, <i>Earth Science: The World We Live In</i> , 1985	3,750
Ramsey et al., <i>Holt Physical Science</i> , 1986	3,750
Ramsey et al., <i>Holt Physical Science</i> , 1982	3,750
Ramsey et al., <i>Holt Physical Science</i> , 1978	3,750
Science total	45,000

## Other Books

	Words
Anonymous: <i>The Bible</i>	791,336
James Agee: <i>A Death in the Family</i>	3,968
Louisa May Alcott: <i>Little Women</i>	4,195
Maya Angelou: <i>I Know Why the Caged Bird Sings</i>	3,474
Isaac Asimov: <i>Fantastic Voyage</i>	2,372
Jane Austen: <i>Pride and Prejudice</i>	122,985
James Baldwin: <i>Go Tell It on the Mountain</i>	3,506
Samuel Beckett: <i>Waiting for Godot</i>	22,456
Thomas Berger: <i>Little Big Man</i>	4,581

William Blake: <i>Songs of Innocence and Songs of Experience</i>	5,413
Ray Bradbury: <i>Fahrenheit 451</i>	2,440
Jacob Bronowski: <i>The Ascent of Man</i>	4,546
Charlotte Bronte: <i>Jane Eyre</i>	8,967
Emily Bronte: <i>Wuthering Heights</i>	5,340
Dee Brown: <i>Bury My Heart at Wounded Knee</i>	4,419
Pearl S. Buck: <i>The Good Earth</i>	4,298
Lewis Carroll: <i>Alice's Adventures in Wonderland</i>	57,292
Willa Cather: <i>The Professor's House</i>	60,630
Miguel de Cervantes: <i>Don Quixote</i>	4,422
Agatha Christie: <i>Murder on the Orient Express</i>	2,515
Susan Clinton: <i>The Story of Susan B. Anthony</i>	750
Samuel T. Coleridge: <i>Poetical Works</i>	94,080
Joseph Conrad: <i>Lord Jim</i>	137,367
James Fenimore Cooper: <i>The Last of the Mohicans</i> <i>The Pioneers</i>	3,895 4,657
Bill Cosby: <i>Fatherhood</i>	2,721
Stephen Crane: <i>The Red Badge of Courage</i>	3,743
Eve Curie: <i>Madame Curie</i>	5,394
Daniel Defoe: <i>Robinson Crusoe</i> <i>Moll Flanders</i>	122,608 135,655
Don DeLillo: <i>Ratner's Star</i>	3,330

Charles Dickens: <i>A Christmas Carol</i> <i>A Tale of Two Cities</i> <i>Great Expectations</i>	28,506 4,110 185,222
Joan Didion: <i>A Book of Common Prayer</i>	3,100
John Donne: Songs and Sonnets (part)	76,764
Fyodor Dostoyevski: <i>Crime and Punishment</i>	4,890
Frederick Douglass: <i>Narrative of the Life of Frederick Douglass</i>	4,089
A. Conan Doyle: <i>The Adventures of Sherlock Holmes</i>	3,750
Theodore Dreiser: <i>An American Tragedy</i>	4,072
W. E. B. DuBois: <i>The Souls of Black Folk</i>	3,573
Daphne Du Maurier: <i>Rebecca</i>	154,902
George Eliot: <i>Silas Marner</i> <i>Middlemarch</i>	70,843 318,004
Ralph Ellison: <i>Invisible Man</i>	4,062
Ralph Waldo Emerson: <i>The Conduct of Life, Essays and Lectures</i> <i>Nature, Essays and Lectures</i> <i>English Traits</i> <i>Representative Men</i> <i>Essays, First Series</i> <i>Essays, Second Series</i> <i>Uncollected Prose, Essays, and Lectures</i>	67,613 79,794 64,810 58,207 74,418 58,625 59,139
William Faulkner: <i>Intruder in the Dust</i> <i>The Sound and the Fury</i>	75,908 96,584
Henry Fielding: <i>The Adventures of Joseph Andrews</i>	129,065
F. Scott Fitzgerald: <i>The Great Gatsby</i>	48,924
Gustav Flaubert: <i>Madame Bovary</i>	3,472
Frederick Forsyth: <i>The Day of the Jackal</i>	5,544
Anne Frank: <i>The Diary of a Young Girl</i>	3,457

Benjamin Franklin:  
*Autobiography* 66,260  
*Poor Richard's Almanac* 37,704  
Philadelphia Writings, 1785-1790 24,611  
Philadelphia Writings, 1726-1757 151,190  
London Writings, 1757-1775 150,094  
Paris Writings, 1776-1785 71,937  
Boston and London Writings, 1722-1726 24,690

Robert Frost:  
Selected Verse 64,734

Ernest Gaines:  
*The Autobiography of Miss Jane Pittman* 4,056

William Golding:  
*Lord of the Flies* 4,044

Matthew Grant:  
*Clara Barton: Red Cross Pioneer* 602

Thomas Gray:  
*Complete Poems* 7,503

Hannah Green:  
*I Never Promised You a Rose Garden* 4,045

John H. Griffin:  
*Black Like Me* 2,479

Alex Haley:  
*Roots* 5,090

Lorraine Hansberry:  
*A Raisin in the Sun* 4,188

Thomas Hardy:  
*Far From the Madding Crowd* 138,006  
*Tess of the D'Urbervilles* 150,538

James Haskins:  
*The Life and Death of Martin Luther King, Jr.* 2,355

Nathaniel Hawthorne:  
*Fanshawe* 41,416  
*The Blithedale Romance* 77,957  
*The House of the Seven Gables* 105,170  
*The Marble Faun* 142,335  
*The Scarlet Letter* 85,058  
Short Stories 41,348

Joseph Heller:  
*Catch 22* 4,503

Ernest Hemingway:  
*A Farewell to Arms* 4,028  
*For Whom the Bell Tolls* 4,027  
*The Old Man and the Sea* 2,673  
*The Sun Also Rises* 3,992

Hermann Hesse:  
*Steppenwolf* 72,395

Thor Heyerdahl:  
*Kon-Tiki* 4,587

Homer:  
*The Odyssey* 3,000

A. E. Housman:  
*A Shropshire Lad* 3,994

Langston Hughes:  
*The Best of Simple* 2,598

Aldous Huxley:  
*Brave New World* 3,862

Henrik Ibsen:  
*A Doll's House* 3,148

Henry James:  
*The Portrait of a Lady* 4,072  
Essays on Literature 69,887  
English Writers 275,037  
American Writers 200,079

James Joyce:  
*Dubliners* 66,084  
*A Portrait of the Artist as a Young Man* 94,147

John Keats:  
*Poetical Works* 113,553

Ken Kesey:  
*One Flew Over the Cuckoo's Nest* 4,128

Martin Luther King:  
*Stride Toward Freedom* 64,043

John Knowles:  
*A Separate Peace* 2,459

Arthur Koestler:  
*Darkness at Noon* 2,846

John Le Carre:  
*The Spy Who Came in from the Cold* 65,517

Harper Lee:  
*To Kill a Mockingbird* 4,179

Sinclair Lewis:  
*Babbitt* 3,999

Bill Libby:  
*The Reggie Jackson Story* 3,909

Jack London:  
*The Call of the Wild* 32,091  
*The Sea-Wolf* 106,939  
*White Fang* 72,477  
Selected Short Stories 84,072  
Klondike Short Stories 74,534

Bernard Malamud:  
*The Assistant* 81,929

Malcolm X: <i>The Autobiography of Malcom X</i>	4,005	Antoine de Saint-Exupery: <i>The Little Prince</i>	1,599
Katherine Mansfield: Selected short stories	50,955	J. D. Salinger: <i>The Catcher in the Rye</i>	3,994
W. Somerset Maugham: <i>Of Human Bondage</i>	4,086	William Shakespeare: Tragedies:	256,054
Carson McCullers: <i>The Heart Is a Lonely Hunter</i>	3,551	<i>Antony and Cleopatra</i>	
Margaret Mead: <i>Coming of Age in Samoa</i>	4,478	<i>Coriolanus</i>	
Herman Melville: <i>Moby-Dick</i>	178,016	<i>Hamlet</i>	
James Michener: <i>Centennial</i>	4,841	<i>Julius Caesar</i>	
Arthur Miller: <i>The Crucible</i>	2,743	<i>King Lear</i>	
John Milton: <i>Paradise Lost</i>	79,933	<i>The Life of Timon of Athens</i>	
Margaret Mitchell: <i>Gone With the Wind</i>	7,916	<i>Macbeth</i>	
Toni Morrison: <i>Beloved</i>	6,568	<i>Othello</i>	
Marsha Norman: <i>'Night, Mother</i>	2,423	<i>Romeo and Juliet</i>	
Karen O'Connor: <i>Sally Ride and the New Astronauts</i>	1,807	<i>A Midsummer Night's Dream</i>	17,752
Flannery O'Connor: <i>Wise Blood</i>	5,147	<i>Henry IV</i>	57,558
Emmuska Orczy, Baroness <i>The Scarlet Pimpernel</i>	4,608	Mary Shelley: <i>Frankenstein</i>	4,514
George Orwell: <i>Animal Farm</i>	2,385	Janice Simpson: <i>Andrew Young: A Matter of Choice</i>	815
Alan Paton: <i>Cry, the Beloved Country</i>	4,107	Aleksandr Solzhenitsyn: <i>One Day in the Life of Ivan Denisovich</i>	2,458
Sylvia Plath: <i>The Bell Jar</i>	74,666	John Steinbeck: <i>Of Mice and Men</i>	2,374
Edgar Allan Poe: <i>The Edgar Allan Poe Reader</i>	3,190	<i>The Grapes of Wrath</i>	4,483
<i>The Works of Edgar Allan Poe</i>	4,424	Robert Louis Stevenson: <i>Treasure Island</i>	4,998
Richard Rodriguez: <i>Hunger for Memory: The Education of Richard Rodriguez</i>	4,055	Bram Stoker: <i>Dracula</i>	4,119
		Harriet Beecher Stowe: <i>Uncle Tom's Cabin</i>	4,150
		Jonathan Swift: <i>Gulliver's Travels and Other Writings</i>	4,276
		Henry David Thoreau: <i>Walden</i>	108,271
		<i>The Maine Woods</i>	103,230
		<i>Cape Cod</i>	78,048
		<i>A Week on the Concord and Merrimack Rivers</i>	116,615
		J. R. R. Tolkien: <i>The Hobbit</i>	5,059
		Leo Tolstoy: <i>War and Peace</i>	4,612
		Elizabeth Trevino: <i>El Juan de Pareja</i>	2,439
		Ivan Turgenev: <i>Fathers and Sons</i>	2,375

Mark Twain:	
<i>The Adventures of Huckleberry Finn</i>	113,721
<i>Life on the Mississippi</i>	149,614
<i>Pudd'nhead Wilson</i>	53,549
<i>The Prince and the Pauper</i>	2,217
<i>The Adventures of Tom Sawyer</i>	72,334
Jules Verne:	
<i>Around the World in Eighty Days</i>	4,090
<i>Twenty Thousand Leagues Under the Sea</i>	1,832
Voltaire:	
<i>Candide</i>	2,250
Alice Walker:	
<i>The Color Purple</i>	3,616
Robert Penn Warren:	
<i>All the King's Men</i>	4,828
James D. Watson:	
<i>The Double Helix</i>	2,697
Evelyn Waugh:	
<i>Brideshead Revisited</i>	4,424
H. G. Wells	
<i>The War of the Worlds</i>	4,235
Edith Wharton:	
<i>Ethan Frome</i>	2,527
Walt Whitman:	
<i>Leaves of Grass</i> , 1855	39,927
<i>Leaves of Grass</i> , 1891	131,890
Complete Prose Works	232,497
Supplementary Prose	13,207
Oscar Wilde:	
<i>The Picture of Dorian Gray</i>	4,038
Thornton Wilder:	
<i>Our Town</i>	2,133
Thomas Wolfe:	
<i>Look Homeward, Angel</i>	4,473
Virginia Woolf:	
<i>Mrs. Dalloway</i>	64,029
<i>To the Lighthouse</i>	68,656
William Wordsworth:	
<i>Lyrical Ballads</i>	16,402
Herman Wouk:	
<i>The Caine Mutiny</i>	3,987
Richard Wright:	
<i>Black Boy</i>	4,041
<i>Native Son</i>	4,575
William Butler Yeats:	
Complete poems	83,001

## Historical Documents

The Constitution of the United States	9,108
The Declaration of Independence	1,346
The Constitution Papers:	385,602
The Magna Carta, 1215	
The Mayflower Compact, 1620	
The Petition of Right, 1628	
The Fundamental Orders of Connecticut, 1638	
The English Bill of Rights, 1689	
Penn's Plan of Union, 1697	
The Albany Plan of Union, 1754	
Declaration and Resolves of the First Continental Congress, 1774	
Thoughts on Government, John Adams, 1776	
Common Sense, by Thomas Paine, 1776	
Constitution of Virginia, 1776	
Constitution of New Jersey, 1776	
Constitution of Maryland, 1776	
Constitution of North Carolina, 1776	
The Articles of Confederation, 1777	
Constitution of Massachusetts, 1780	
Virginia Statute of Religious Liberty, 1786	
The Virginia or Randolph Plan, 1787	
The Pinckney Plan, 1787	
The Paterson or New Jersey Plan, 1787	
Hamilton's Plan of Union, 1787	
Letters of a Federal Farmer	
by Richard Henry Lee, 1787	
The Federalist Papers, by Hamilton, Madison, and Jay, 1787	
Objections to the Federal Constitution, 1787	
The Address and Reasons of Dissent of the Minority of the Convention of the State of Pennsylvania to Their Constituents, 1787	
Washington's First Inaugural Address, 1789	
The Judiciary Act of 1789	
Constitution of New Hampshire, 1792	
"Property," by James Madison, 1792	
Washington's Farewell Address, 1796	
Constitution of Georgia, 1798	
Jefferson's First Inaugural Address, 1801	
Constitution of Connecticut, 1818	
Constitution of New York, 1821	
The Monroe Doctrine, 1831	
Constitution of Delaware, 1831	
Constitution of Pennsylvania, 1838	
Constitution of Rhode Island, 1842	
Total	396,056

## Periodicals

	Words
<i>Atlantic</i>	244,821
<i>Christian Science Monitor</i>	50,692
<i>Los Angeles Times</i>	51,142
<i>Ladies Home Journal</i>	188,434
<i>MacNeill/Lehrer News Report</i>	55,550
<i>Nation</i>	177,399
<i>National Review</i>	222,530

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<i>New Republic</i>	191,651
<i>New York Times</i>	57,879
<i>Newsweek</i>	64,445
<i>People Magazine</i>	184,217
<i>Sports Illustrated</i>	235,942
<i>Time</i>	225,391
<i>U.S. News &amp; World Report</i>	60,205
<i>Washington Post</i>	45,844
Total	2,056,142

## Encyclopedia Text

	Words
Art and Architecture	96,788
Biography	181,068
Business, Economics, and Agriculture	154,643
Computers and Mathematics	71,298
Geography	329,518
Government, Law, and Military	242,017
History	367,083
Literary Commentary and Language	203,162
Medicine and Health	185,672
Music and Theater	70,704
Natural Science	517,393
Religion, Philosophy, and Mythology	182,917
Social Science and Education	217,107
Sports and Games	19,654
Total	2,839,024